

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140039 P015B140039

Univ of Florida/Trustees

Original

A&B

Latin America
C

2014 – 2018
Application Package

Center for Latin American Studies University of Florida

U.S. Department of Education – IFLE

National Resource Center Program
CFDA # 84.015A
&
Foreign Language and Area Studies
Fellowships Program
CFDA # 84.015B

University of Florida Center for Latin American Studies

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Federal Forms, Assurances, & Certifications

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <div style="border: 1px solid black; height: 15px; width: 100%;"></div> * Other (Specify): <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	
* 3. Date Received: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>		4. Applicant Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>			
5a. Federal Entity Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>			5b. Federal Award Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>		
State Use Only:					
6. Date Received by State: <div style="border: 1px solid black; width: 80px;"></div>		7. State Application Identifier: <div style="border: 1px solid black; width: 250px;"></div>			
8. APPLICANT INFORMATION:					
* a. Legal Name: <div style="border: 1px solid black; padding: 2px;">University of Florida Board of Trustees</div>					
* b. Employer/Taxpayer Identification Number (EIN/TIN): <div style="border: 1px solid black; padding: 2px;">59-6002052</div>			* c. Organizational DUNS: <div style="border: 1px solid black; padding: 2px;">9696638140000</div>		
d. Address:					
* Street1:		<div style="border: 1px solid black; padding: 2px;">219 Grinter Hall</div>			
Street2:		<div style="border: 1px solid black; padding: 2px;">PO Box 115500</div>			
* City:		<div style="border: 1px solid black; padding: 2px;">Gainesville</div>			
County/Parish:		<div style="border: 1px solid black; padding: 2px;">Alachua</div>			
* State:		<div style="border: 1px solid black; padding: 2px;">FL: Florida</div>			
Province:		<div style="border: 1px solid black; height: 15px;"></div>			
* Country:		<div style="border: 1px solid black; padding: 2px;">USA: UNITED STATES</div>			
* Zip / Postal Code:		<div style="border: 1px solid black; padding: 2px;">32611-5500</div>			
e. Organizational Unit:					
Department Name: <div style="border: 1px solid black; padding: 2px;">Center for Latin American Std.</div>			Division Name: <div style="border: 1px solid black; padding: 2px;">Center for Latin American Std.</div>		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix: <div style="border: 1px solid black; width: 100px;"></div>		* First Name: <div style="border: 1px solid black; padding: 2px;">Philip</div>			
Middle Name: <div style="border: 1px solid black; padding: 2px;">J.</div>					
* Last Name: <div style="border: 1px solid black; padding: 2px;">Williams</div>					
Suffix: <div style="border: 1px solid black; width: 100px;"></div>					
Title: <div style="border: 1px solid black; padding: 2px;">Director, Center for Latin American Studies</div>					
Organizational Affiliation: <div style="border: 1px solid black; padding: 2px;">University of Florida, Center for Latin American Studies</div>					
* Telephone Number: <div style="border: 1px solid black; padding: 2px;">352-273-4703</div>			Fax Number: <div style="border: 1px solid black; padding: 2px;">352-392-7682</div>		
* Email: <div style="border: 1px solid black; padding: 2px;">pjw@latam.ufl.edu</div>					

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

053014-001 and 053014-002

*** Title:**

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Title VI National Resource Center and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="497,500.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="497,500.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☒ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an Internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title: * Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative:

* Date Signed:

U.S. Department of Education
Supplemental Information for the SF-424

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes

☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes

☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

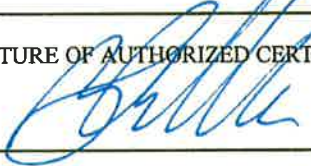
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Brian Miller, Assistant Director for Sponsored Research	
APPLICANT ORGANIZATION University of Florida, Center for Latin American Studies		DATE SUBMITTED 6.23.14

General Education Provisions Act (GEPA) Section 427 Narrative
University of Florida Center for Latin American Studies

The University of Florida

The University of Florida (UF) is committed to nondiscrimination on the basis of race, color, marital or veteran status, sex, religion, creed, national origin, political opinions or affiliations, age, or disability. This policy applies to students, faculty, and staff. The University believes in equal opportunity practices that conform to both the spirit and the letter of all laws against discrimination.

Faculty and Staff Participation

UF assures each job applicant or employee equal opportunity in all university practices, programs, policies, and procedures without regard to race, color, sex, religion, creed, national origin, marital status, political opinions or affiliations, disability, or age. This includes but is not limited to recruitment, examination, appointment, training, promotion, demotion, compensation, retention, discipline, and separation. Hiring activities of the UF Center for Latin American Studies (CLAS) are carried out under the University's non-discrimination and equal access policies. CLAS's programs and activities are open to all University faculty and staff.

Student Participation

There is a strong commitment to equal education for all UF students. The University strives to be aware of and sensitive to the unique needs of all students. Student needs are addressed through a lens of knowledge, awareness, and sensitivity to cultural, racial, religious, ethnic, and disability diversity. UF provides substantial support services to minority students and students with disabilities to ensure that they are able to successfully participate in all aspects of campus life.

Recruitment and retention of all students is important. UF provides numerous programs to assist students in adapting to college life. Examples include the University Minority Mentors Program, which pairs incoming minority freshmen with specific faculty mentors, Florida Opportunity Scholars Program focusing on first generation student support, Multicultural and Diversity Affairs with its 5 focus areas (Institute of Black Culture; Institute of Hispanic-Latino Cultures; Lesbian, Gay, Bisexual, and Transgender Affairs; Asian Pacific Islander American Affairs; and Intercultural Engagement), the University Minority Mentor Program, the Cycles of Success Program, which creates links between experienced undergraduates and incoming new students, and the Presidential Scholars program which financially assists outstanding incoming minority students.

Support services for disabled students, coordinated by the UF Disability Resource Center, are individualized to meet the students' needs. A textbook recording program provides academic textbooks in audio format to assist students with print-related disabilities. Students with learning disabilities are given additional assistance and in-class support to ensure they are able to successfully participate in their classes. Lectures may be recorded and transcribed to assist students with hearing disabilities. All university structures allow access to physically disabled people.

Center Activities

CLAS's programs and activities are open to all UF students, faculty, and staff. Outreach activities are open to the public. CLAS's activities conform to UF rules and regulations, ensuring equitable access and participation. In addition, care has been taken to create a broad-based advisory board with effective representation of women and minority groups. Selection mechanisms for funding opportunities are also designed to promote access and broad participation, especially among traditionally under-represented groups.

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB
0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input checked="checked" type="checkbox"/> B a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance		2. Status of Federal Action: <input checked="checked" type="checkbox"/> B a. bid/offer/application b. initial award c. post-award		3. Report Type: <input checked="checked" type="checkbox"/> A a. initial filing b. material change For Material Change Only: year _____ quarter _____ date of last report _____	
4. Name and Address of Reporting Entity: <input checked="checked" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:			5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:		
Congressional District, if known: FL-003			Congressional District, if known:		
6. Federal Department/Agency: US Department of Education			7. Federal Program Name/Description: National Resource Centers Program and FLAS CFDA Number, if applicable: 84.015 A&B		
8. Federal Action Number, if known:			9. Award Amount, if known: \$		
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):			b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature:  Print Name: Brian Miller Title: Assistant Director for Sponsored Research Telephone No.: 352-392-1582 Date: 6-27-14		
Federal Use Only:				Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
University of Florida, Center for Latin American Studies		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix:	* First Name: Brian	Middle Name:
* Last Name: Miller	Suffix:	
* Title:	Assistant Director for Sponsored Research	
* SIGNATURE:		* DATE: 6.24.14



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

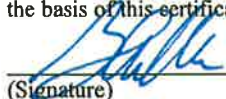
1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.


(Signature)

6-23-14
(Date)

Brian Miller
(Printed Name)

Name or number of ED program under which this certification is being made: Title VI National Resource Centers and Foreign Language Area Studies Programs

Other Required Documents

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input checked="" type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES

Performance-Based Instruction FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs

The University of Florida (UF) affirms the critical importance for a learning community of intellectual discourse that intentionally embraces a diverse array of perspectives. Debate and exploration of diverse views is central to our mission as a world class institution. The newly-adopted Quality Enhancement Plan for the University of Florida (2014), entitled, "Learning without Borders: Internationalizing the Gator Nation" is designed to further internationalize the undergraduate learning experience. Additionally, the UF mission statement speaks directly to this commitment in the following excerpt:

"...The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century..."

Included in this NRC/FLAS proposal from the UF Center for Latin American Studies are a number of activities that will reflect diverse perspectives and a wide range of views, generate debate on specific world regions pertinent to their focal point, and broadly contribute to the debate on current international affairs. Examples of such activities in the proposal are: the Center's annual conference, the Law and Policy in the Americas annual conference, K-12 outreach programs, interdisciplinary faculty working groups, and new study abroad opportunities.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The UF Center for Latin American Studies (CLAS) will encourage government, education, business, and nonprofit sector service in areas of national need through a number of activities supported by this NRC/FLAS proposal. First, UF has strong academic programs already in place that train both undergraduate and graduate students in these areas of need. With this proposal, CLAS will strengthen and expand its training and degree programs that contribute to the national supply of Latin American Studies specialists, as well as expand its partnerships with HBCUs and community colleges in the southeastern region of the U.S. Second, CLAS will strengthen its collaboration with UF's College of Education by working together to incorporate area studies content into the pre-service teacher course curriculum. CLAS will collaborate with the two other NRCs on campus to ensure all represented world areas are integrated and that pre-service teachers receive a thorough global perspective. Third, CLAS awards FLAS fellowships in Quechua and Portuguese, Latin America's less commonly taught priority languages. In 2012-13, CLAS awarded 14 AY and summer FLAS fellowships. Of the total, 71% were awarded for

priority languages (9 Portuguese and 1 Quechua). With this proposal, FLAS fellowships will continue to support graduate and undergraduate study of less commonly taught priority languages.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Florida, Center for Latin American Studies

Name/Title of Authorized Representative (Printed): Brian Miller

Title: Assistant Director for Sponsored Research Telephone: 352-392-1582

Signature:



E-mail: millerbc@ufl.edu

Date:

6-23-14

Abstract, Acronyms List, and Narrative

University of Florida Center for Latin American Studies
Abstract

MISSION: The mission of the University of Florida (UF) Center for Latin American Studies (CLAS) is to advance knowledge about Latin America and the Caribbean and its peoples throughout the Hemisphere, and to enhance the scope and quality of research, teaching, and outreach in Latin American, Caribbean and Latino Studies at UF.

OVERVIEW OF PROPOSED PROGRAM ACTIVITIES IN 2014-18

Goal 1: Strengthen research collaboration across disciplines: With a total of 177 Latin Americanists, CLAS promotes cutting-edge interdisciplinary research and training programs focused on the Latin America and Caribbean region. With this proposal CLAS will bring together faculty and graduate students from across colleges and professional schools to develop new research initiatives through the development of new interdisciplinary working groups, a new joint UF-University of Havana collaborative initiative, and a new engineering-focused collaboration between UF and the Universidade de São Paulo.

Goal 2: Increase the area studies and language competencies of students, especially from underrepresented groups: In 2012-13, UF offered a total of 404 different LAC area studies and language courses with a total enrollment of 18,088 and 2,011 students graduated with 15 or more hours of undergraduate and graduate course work in LAS. UF offers robust instruction in Spanish and is an NRC/FLAS leader in LCTL instruction in Portuguese and Haitian Creole. With this proposal, CLAS will focus primarily on area studies and language training for students from underrepresented disciplines (STEM disciplines and health sciences), ethnic minority students, and socio-economically disadvantaged students through the development of new study abroad programs, new online and technology-enhanced area studies courses, additional three-credit FLAC courses, and new intermediate level Haitian Creole and Portuguese course offerings.

Goal 3: Strengthen K-12 education through LAS enhanced teacher education courses and longer term in-service training initiatives: CLAS offers dynamic, impactful outreach activities reaching educators through collaboration with professional associations, a resource lending library, and workshops and conference presentations. With this proposal CLAS will strengthen its collaboration with UF's College of Education by working together to incorporate area studies content into the pre-service teacher course curriculum. CLAS will collaborate with the two other NRCs on campus to ensure all represented world areas are integrated and that pre-service teachers receive a thorough global perspective.

Goal 4: Expand LAS outreach to Minority-Serving Institutions and community colleges, business, media, and the general public: CLAS has an exceptionally strong outreach program and a full-time outreach director. In 2012-13, 195 outreach events were held with 105,104 participants. With this proposal, CLAS will expand the geographic scope and access of its outreach programs through new partnerships with Minority-Serving Institutions and community colleges in Florida and Georgia, and new and enhanced outreach activities with community-based organizations and business associations and chambers of commerce in the region.

Acronym List

AAU:	Association of American Universities
ACTFL:	American Council on the Teaching of Foreign Languages
AP:	Absolute Priority
AY:	Academic Year
BCU:	Bethune-Cookman University
BFREE:	Belize Foundation for Research and Environmental Education
BMI:	Brazilian Music Institute
CAPES:	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Brazil's Post-Graduate Education Agency)
CCP:	Competitive Preference Priority
CELPE-Bras	Brazilian Certificate of Portuguese Proficiency for Foreigners
CIAT:	International Center for Tropical Agriculture
CIBER:	Center for International Business Education and Research
CLAS:	Center for Latin American Studies at the University of Florida
CLASP:	Consortium for Latin American Studies Programs
CNPq:	Conselho Nacional de Desenvolvimento Científico e Tecnológico (Brazil's National Council for Scientific and Technological Development)
CoE:	College of Education
dLOC:	Digital Library of the Caribbean
FAC:	Faculty Advisory Council
FAFSA:	Free Application for Federal Student Aid
FIPSE:	Fund for the Improvement of Postsecondary Education
FIU:	Florida International University
FLAC:	Foreign Languages across the Curriculum
FLAS:	Foreign Language and Area Studies
FLMNH:	Florida Museum of Natural History
FTE:	Full Time Equivalent
FY:	Fiscal Year
GEPA:	General Education Provisions Act
GPA:	Grade Point Average
HBCU:	Historically Black College and Universities
IDS:	Interdisciplinary Studies Program
IP:	Invitational Priority
IPEDS:	Integrated Postsecondary Education Data System
IS:	International Studies
LA:	Latin America
LABE:	Latin American Business Environment Program
LABER:	Latin American Business Environment Report
LAC:	Latin America and Caribbean
LACC:	Latin American and Caribbean Collection
LARRP:	Latin Americanist Research Resources Project
LAS:	Latin American Studies
LASA:	Latin American Studies Association
LCTL:	Less Commonly Taught Language

LLC:	Languages, Literatures and Cultures Department
LPA:	Law and Policy in the Americas Program
LRC:	Language Resource Center
LSP:	Language for Specific Purposes
MALAS:	Master of Arts in Latin American Studies
MCDA:	Office of Multicultural and Diversity Affairs
MDP:	Master's in Development Practice
MSI:	Minority-Serving Institution
NASA:	National Aeronautics and Space Administration
NIH:	National Institutes of Health
NOBLE:	Network of Business Language Educators
NRC:	National Resource Center
NSF:	National Science Foundation
OIPR:	Office of Institutional Planning and Research
QEP:	Quality Enhancement Plan
SALALM:	Seminar on the Acquisition of Latin American Library Materials
SERU:	Student Experience in the Research University
SLO:	Student Learning Outcome(s)
SPS:	Spanish and Portuguese Studies Department
STEM:	Science, Technology, Engineering, and Math
STLILLA:	Symposium on Teaching and Learning Indigenous Languages of Latin America
TA:	Teaching Assistant
TCD:	Tropical Conservation & Development
TVI:	Title VI
UF:	University of Florida
UFIC:	University of Florida International Center
UH:	University of Havana
USAID:	United States Agency for International Development
USDA:	United States Department of Agriculture
USDE:	United States Department of Education
USP:	Universidade de São Paulo

Criterion 1: UF Commitment to Latin American Studies

The University of Florida's (UF) Latin American Studies (LAS) program dates from 1930, the oldest in the nation, and has been a Title VI NRC since 1961. In 2011, UF launched a campus-wide initiative for enhancing the quality of its academic programs, with internationalization as the central theme. The Quality Enhancement Plan (QEP) will incorporate new strategies in study abroad, curricular enhancement, and campus life with existing curriculum and co-curricular activities. UF continues its commitment to international programs and currently provides extensive financial and other support to LAS (Table 1.1).

With an enrollment of 50,000 students and a total of 177 Latinamericanists, the UF Center for Latin American Studies (CLAS) has unusual potential for influencing awareness of and educating specialists on the region. UF is the only AAU member and land grant university in the state and is one of the largest and most comprehensive universities in the country. UF's 16 colleges and professional schools give CLAS a

Table 1.1. UF Institutional Support Summary, 2012-2013	
Financial Support	
CLAS Operations	
Faculty & administrative personnel salaries	\$1,875,162
Operating funds	\$2,127,444
Contracts, grants, gifts, endowment income	\$2,407,837
Teaching Staff Salaries¹	
Area studies faculty (Table 3.1)	\$7,590,027
Language studies faculty and TAs (Table 4.1)	\$2,096,115
Library Resources	
Library acquisitions (Tables 5.1 & 5.2)	\$225,000
Library staff salaries (Table 5.3)	\$706,737
Financial Support to Students	
FLAS out-of-state tuition waivers	\$76,800
Graduate student stipends, tuition, & research grants	\$2,285,271
Undergraduate student scholarships	\$79,245
Total Institutional Financial Support	\$19,469,638
Other Key Support Areas	
# International Linkage Agreements	107
Outreach Activities (Table 7.1)	
Total # of outreach events	195
% of outreach events with NRC funding	34%
Students in LAS-Related Fields (Table 9.1)	
Total # of graduates with at least 15 LAS credits	2011
LAS & language course enrollments (see App. B)	18,088
# Graduate Students Receiving Financial Support	81
# Faculty Receiving Professional Development Support	24

¹Faculty salary calculated: %FTE on LAS x (faculty salary + fringe)

distinct advantage in creating cross-campus initiatives, such as its unique Tropical Conservation and Development (TCD) program integrating the social and natural sciences.

1A. Institutional Support: CLAS is the only area studies center at UF that reports directly to the Provost, and is organized around a core of 19 Center-based faculty and professional staff and 5 administrative support staff (Table 6.1). With over \$19 million in total financial support, CLAS is unusually well funded (Table 1.1); this high level of support has continued even in the face of declining State budgets. CLAS is unique in that faculty lines are allocated directly to the Center, allowing it to negotiate joint appointments in departments and colleges that best advance Center priorities; two joint appointments and one full-time appointment in the Center have been made since 2008-09. In addition, this past year, as part of the new “Preeminence Initiative,” UF committed two new senior faculty lines to CLAS in the area of Latin American sustainable development. CLAS also conducted its own senior hire in Latin American Studies to address impending retirements. As a result of these searches, we hired three senior social scientists: Susan Paulson (Anthropology, Miami University), Catherine Tucker (Anthropology, Indiana University), and Robert Walker (Geography, Michigan State University). These hires were complemented by successful searches in the College of Liberal Arts and Sciences in the areas of applied Spanish Linguistics, Spanish American Literature, and Latin American Geography.

Teaching Staff Support: With 163 area and language teaching specialists supported by over \$9.5 million in salary and fringe benefits (Table 1.1), CLAS’s faculty offer in-depth regional coverage and high quality instruction (Criteria 2-4; Tables 3.1, 4.1, and Appendix C). Since 2008-09, 16 CLAS faculty affiliates have been hired in new positions or to replace retired faculty. The Center director participates in the interview process for all potential Latinamericanist hires and provides recommendations to the departments.

Library Support: UF hosts one of the oldest and largest collections in the U.S. and is a leader in the LAS professional library community. With \$931,737 dedicated to LAS-related library staff and acquisitions annually (Table 1.1), UF’s Latin American and Caribbean Collection (LACC) is also exceptionally well supported (Criterion 5).

International Linkages: UF possesses an impressive array of international partners to support study abroad, international student exchanges, and student and faculty research activities, including 107 international linkage agreements with Latin American institutions (Table 2.2). The UF International Center (UFIC) assists in the negotiation, drafting, legal review, and execution of formal international agreements. UF has active research and education collaborations in 20 countries in the region, the majority in Brazil, Chile, Colombia, Haiti, and Peru. As a result of our agreement with CAPES/CNPq (Brazil), UF is the #1 destination in the country for recipients of fellowships from Brazil’s “Science Without Borders” program, with 243 to date.

Outreach Activities: A large percentage of the Center’s operating funding is devoted to outreach activities and CLAS employs a full-time outreach director. As a result, CLAS offers one of the largest LAS-related outreach programs in the U.S. in terms of both the number of events and number of participants (Tables 1.1 and 7.1). In 2012-13, 34% percent of CLAS’s total outreach events were supported with Title VI funds (Criterion 7).

1B. Financial Support to Students: In 2012-13, 2,011 UF students graduated with 15 or more LAS credits, while thousands more took LAS content courses (Table 1.1, Appendix B). University financial support to LAS students totaled over \$2.2 million (Table 1.1). CLAS receives five graduate assistantships, including out-of-state tuition waivers, annually from its administration. In support of this proposal, the UF Vice President for Research and the Provost have pledged partial stipend and tuition support for three additional graduate assistants per year

to CLAS and stipend supplements for AY FLAS fellowships (total pledged matching support is \$52,000/year). At least 54 fellowships or assistantships were provided to Latinamericanist graduate students by participating departments in 2012-13, including 18 fellowships or assistantships that CLAS awarded with external grant funds or endowment income. UF provides out-of-state tuition waivers to all assistantships and fellowships funded with external monies, including FLAS fellowships. By reducing the cost, the waivers increase the number of fellowships awarded.

Criterion 2: Quality of LAS Curriculum Design

LAS degree and certificate programs (NRC GEPR Measure 4) attract students from a broad range of disciplines and professional schools, including notably business, law, and environmental science.

2A. Undergraduate Instruction and Training: Undergraduate students at UF have four primary options in Latin American Studies. These include (1) LAS minor and (2) LAS certificate programs administered by the Center (Table 2.1), as well as two LAS-focused majors administered by the College of Liberal Arts and Sciences: (3) a selective Interdisciplinary Studies Major (IDS) in LAS (21 credits of upper level coursework with 100% LAS content, and an honors thesis) and (4) a major in International Studies (IS) with a Latin American area concentration that was launched in 2011 (36 credit hours, of which 15 must be LAS content). In 2012-13, the minor and certificate programs enrolled 197 students from over 30 majors. As of January 2014, there were 203 IS majors, with 38 (19%) focused on Latin America. All these undergraduate programs require at least intermediate proficiency in Spanish, Portuguese, or Haitian Creole (Criterion 4) and all students are required to take at least one “capstone”

interdisciplinary seminar in Latin American Studies (LAS 4935). This capstone seminar requires a significant writing component.

Graduate Instruction and Training: Graduate students at UF have two basic program options in Latin American Studies: (1) an MA in Latin American Studies (MALAS) or (2) a Graduate Certificate in Latin

American Studies.

All MALAS

students are

required to take a

two course

sequence of

Table 2.1. Minor, Certificate, and Master's Degree Requirements, 2012-13				
	Undergraduate		Graduate	
	Minor	Certificate	MALAS	LAS Certificate
Credit hours in LAS	15	21	30	12 to 15
LAS Gateway or Capstone Seminar	√	√	√	√
LAS Research Methods Course			√	
ACTFL language proficiency	Int-mid	Int-mid	Int-high ¹	Int-high
Thesis on LAS topic (3+ credit hrs)			√	√
# of graduates	30	20	12	11
# of students enrolled	120	77	28	71

¹ For students entering in 2014-15, they must achieve “advanced-low” proficiency

“Design and Methods of Research in Latin American Studies” (LAS 6293), and “Issues and

Perspectives in Latin American Studies” (LAS 6220) (Criterion 3). Students also take 4 or 5

classes in their chosen interdisciplinary specialization. As of fall 2014, partly in response to an

external evaluation of the Center (Criterion 9), the language requirement for MALAS students

will be raised to advanced proficiency in a language of Latin America (normally Spanish,

Portuguese or Haitian Creole), and a non-thesis option will be added. Non-thesis students will

have an LAS-related internship option and will be required to complete a written report that will

be defended before a supervisory committee as a final exam. These changes are designed to

increase access by mid-career professionals (e.g. teachers, journalists) and prospective Foreign

Area Officers. Finally, during the last cycle we implemented a combined degree option (4+1) by

which talented UF undergraduates can complete a BA/BS and MA in Latin American Studies in

5 years.

The Graduate Certificate in LAS attracts MA/MS and PhD students from across the campus. The 71 students enrolled in the program in 2012-13 represented 23 different departments encompassing the humanities, social sciences, natural sciences, arts, and professional schools. Graduate certificate students must complete 12 hours of LAC courses (15 for non-thesis MA or MS programs), including at least one interdisciplinary seminar in Latin American Studies (LAS 6938), two courses outside their major, a thesis or dissertation with a LAC focus, and demonstrate at least “intermediate high” proficiency in a language of Latin America (normally Spanish, Portuguese, or Haitian Creole).

Training Options for Interdisciplinary and Professional Fields: UF graduate students with a Latin American focus are also well-represented in UF’s Masters of Sustainable Development Practice (MDP), jointly administered by CLAS and the Center for African Studies, and in the graduate certificate program in Tropical Conservation and Development (TCD) offered by CLAS. Since its inception in 2010, the MDP program has graduated 27 students, with 15 (55%) focused on Latin America. Seventy-one students from 13 academic units were enrolled in the TCD graduate certificate program in 2012-13, 37 (52%) of whom focus their research on Latin America and the Caribbean. Nineteen students graduated with a TCD certificate in 2012-13. CLAS also offers a joint MA/JD and has concurrent Master’s programs (9 credit hours can be shared between both programs) with the College of Business and the College of Design, Construction and Planning. In addition, the Center employs a professional mediator/trainer (Dain, Table 6.1 & Appendix C) to facilitate several support activities. MALAS and graduate students in LAS academic programs are invited to participate in these activities, which include workshops on grant proposal writing, research posters and academic publishing, a Field Research Clinic and Poster Session, and a field research pre-departure orientation. In addition to being

invited to present at the annual CLAS poster session, LAS graduate students at UF are also encouraged (and often funded) to present papers at student conferences and professional meetings at UF or other regional, national, and international meetings.

2B. *Academic and Career Advising:* Associate Director for Academic Programs and Student Affairs (Brown) serves as Graduate and Undergraduate Coordinator. He is assisted by a full-time Academic Programs Assistant (Carter) and a Program Coordinator (Ochoa). Ochoa provides individual advising for undergraduate students pursuing a minor or certificate in Latin American Studies, meeting with them at least once per semester. Brown advises students interested in the IDS major or the IS major with a Latin American area concentration on program requirements, potential courses and faculty mentors. In the upcoming cycle we plan to enhance undergraduate advising through workshops with the UF International Center (UFIC) and Career Resource Center focused on international careers and to provide more Center funding for undergraduate research and presentations at conferences.

Students in the MALAS and graduate certificate programs are advised by the Associate Director for Academic Programs with the assistance of the CLAS graduate program assistant. MALAS students receive additional guidance from a specialization coordinator and an individual academic advisor who supervises their thesis research or non-thesis internship or project. Orientation for new MALAS students takes place in August, with a thesis workshop in early October that is followed by a mid-semester check-in for first year students. For second year students, the Center hosts a lunch meeting early in the spring semester that focuses on their experience in the MALAS program, remaining graduation requirements, and post-graduation plans and options. The Center keeps students informed on LAS related events, lectures, conferences, and job opportunities through its weekly e-bulletin, and social media accounts. The

Center encourages students to take advantage of the opportunities and support provided by UF's award-winning Career Resource Center, UF's International Center, and the many opportunities and programs offered by the UF Graduate School. The Center itself sponsors visits and talks with scholars, practitioners, professionals and alumni in Latin America-related fields. TCD students host a weekly "Tropilunch" that features research and career related presentations by UF graduate students, faculty, and visiting scholars and practitioners. Every other year the Center, in partnership with UF's College of Business, sponsors a symposium on business opportunities in

Latin America that includes career panels featuring LAS alumni in both the business and the non-profit sectors. The Center maintains a database of internship and volunteer opportunities in Latin American Studies, and constantly seeks out new opportunities and contacts.

Study and Research Abroad:

Facilitated by many international agreements, UF offers myriad options for study abroad and student participation in overseas research in diverse fields including business, architecture, environmental sciences, language and culture, law, nursing,

Table 2.2. UF Study Abroad Enrollments in LAC, 2012-13	
	# of Students
Architecture in Guadalajara, Mexico	21
Business in Brazil	5
Business in Buenos Aires, Argentina	22
EARTH in Costa Rica	4
Environmental Law in Costa Rica	8
Field Methods & Marine Science in Belize	3
FIPSE Programs in Brazil	6
Grassroots Development in Nicaragua	9
Independent Study in Peru	1
Independent Study in Tilaran, Costa Rica	2
International Business Study Tour in Argentina	24
Language and Culture in Brazil	26
Law in Belize	12
Law in Brazil	1
Marine Ecology & Conservation in Belize	6
Non-UF Study Abroad Programs	48
Nursing in Yucatán, Mexico	9
Public Health in El Salvador	20
Public Health Internship in Haiti	4
Real Estate in Chile	27
Retailing in Curitiba, Brazil	5
Service Learning in the Dominican Republic	28
Sustainability in Costa Rica	16
Tropical Ecology & Spanish in Mérida, Mexico	17
Tropical Ecosystems in Costa Rica	13
Urban Planning in Curitiba, Brazil	12
Veterinary Medicine in Honduras	12
Wildlife Ecology in Belize	10
Total Study Abroad Students	371
Graduate Student Field Research Grants	25
Total Study or Research in LAC	396

public health, urban planning and veterinary medicine (Table 2.2). During 2012-12, 371 students took part in programs in 12 countries, which is a 20% increase in students studying abroad in LAC from the last grant cycle reference year. The overwhelming majority participated in programs organized by UF faculty or direct university exchanges, with 48 students participating in programs offered by other institutions. Both CLAS and UFIC provide information and advising to students interested in pursuing programs offered by other institutions. CLAS is known for its high quality FLAS-approved Brazilian Portuguese Language and Culture summer program in Rio de Janeiro, which is administered in partnership with Georgetown University's Center for Latin American Studies.

Graduate student research funding: The Center funded 25 graduate students conducting field research in 13 different Latin American countries during summer 2013, facilitated by a Tinker Foundation Field Research grant, other external grants, and endowment income.

Criterion 3: Quality of LAS Non-Language Instructional Program

In 2012-3, UF offered a total of 404 different LAC areas studies courses taught by 163 area studies specialists. This represents a 42% increase in the total number of LAC area studies courses offered compared to 2008-09. These courses enrolled a total of 13,301 undergraduates and 2,174 graduate students, a 19% increase over 2008-09.

3A. Course Offerings: Table 3.1 summarizes UF's area studies courses by discipline and number of faculty per discipline. UF area studies capabilities are strongest in the Arts and Sciences, with 248 courses and 69 faculty members. UF professional school course offerings included 156 courses and 94 faculty members who support the numerous collaborative degree programs (Criterion 2) and research and training programs. These numbers represent an important increase from 2008-09, when UF offered only 68 LAS courses in the professional

schools. During the last cycle, we worked closely with the professional schools to expand LAC area studies course offerings, more than tripling the number of 100% LAS courses from 16 in 2008-9 to 58 in 2012-13. Appendix B provides a detailed list of UF course offerings. Appendix C provides biographies of UF area studies faculty, including a listing of each faculty's regional and country specialization.

Table 3.1. Area Studies Courses and Teaching Faculty by Discipline, 2012-2013						
College/School & Discipline	Courses 100% LAS	Courses 25+% LAS	Courses Total	Faculty 100% LAS	Faculty 25%+ LAS	Faculty Total
Arts & Sciences						
Anthropology	13	27	40	5	6	11
Biology	2	3	5		4	4
Geography	3	4	7	1	5	6
History	15	8	23	5	2	7
Latin American Studies	38	12	50	8	1	9
LA Literature & Culture	36	16	52	8	6	14
Linguistics	1	1	2	1	2	3
Political Science	4	14	18	1	1	2
Religion	4	4	8	2	1	3
Sociology/Criminology	0	6	6	1	2	3
Women's Studies	0	4	4	1	0	1
Other	14	19	33		6	6
Arts & Sciences Subtotal	130	118	248	33	36	69
Professional Schools						
Architecture & Planning	9	3	12	1	5	6
Business & Economics	2	11	13		3	3
Education	0	6	6	1	2	3
Engineering	1	0	1		2	2
Environmental & Ag Sciences ¹	21	48	69	4	39	43
Fine Arts	15	5	20	2	8	10
Health Sciences & Medicine	3	4	7	1	7	8
Journalism & Communications	0	7	7		5	5
Law	7	14	21		11	11
FLMNH	0	0	0	1	2	3
Professional Schools Subtotal	58	98	156	10	84	94
Total	188	216	404	43	120	163

¹Environmental and Agricultural Sciences encompasses 11 academic departments

3B.Depth of Specialized Courses: UF features rich disciplinary and specialized course offerings in Latin American Studies, 188 with 100% LAS content, and another 216 with at least 25% LAS

content. The courses are well distributed among diverse colleges, disciplines, and fields. Table 3.1 demonstrates the depth of specialized and interdisciplinary course offerings in 2012-13. In addition to LAS courses (n=50), UF furnished robust LAC offerings in environmental sciences (69), literature and culture (52), anthropology (40), history (23), law (21), and fine arts (20). Maximizing CLAS' area studies strengths, we have built nationally recognized specializations in areas such as Latin American history, archaeology, tropical conservation and development, Brazilian and Amazonian studies, gender and development, transnational migration, and religion in the Americas.

3C. Interdisciplinary Course Offerings: In addition to the 50 LAS courses in 2012-13, UF LAC offerings included many from affiliated departments that were cross-listed and/or incorporated content and approaches from more than a single scholarly discipline (see Appendix B). As noted in Criterion 2, interdisciplinary seminars at the undergraduate (LAS 4935) and graduate levels (LAS 6938) are required of all students enrolled in the Center's academic programs. Recent course topics include "Music and Politics in Brazil," "Latin American and Caribbean Migration to the US," "Art and Literature in Latin America," and "Crime and Violence in Latin America." MALAS students select an interdisciplinary specialization and are required to take the sequence of LAS 6293 Design and Methods of Research in Latin American Studies, and LAS 6220 Issues and Perspectives in Latin American Studies in their first year. As an example, LAS 6220 explores such issues as economic development and inequality, democracy, sustainable development, environmental justice, race and gender from a variety of disciplinary perspectives.

Students in the MDP and TCD programs also receive strong interdisciplinary training. The MDP program's unique core curriculum bridges the natural sciences, health sciences, social sciences and management, and combines classroom study with field experiences in an applied,

problem-solving setting. Similarly, TCD program coursework includes social science theory, principles of tropical ecology, patterns and trends of tropical resource use and conservation, and research design, providing interdisciplinary knowledge and technical skills essential to careers in conservation and development research and practice.

3D. Area Studies Faculty and Teaching Assistants: UF boasts a talented cadre of area studies specialists, with 43 devoted 100% to teaching LAS and 120 with 25-99% commitments (Table 3.1). During the last cycle, CLAS added three center-based faculty and 16 LAS affiliate faculty, all of whom are tenure-track. This past year, CLAS hired three senior faculty in the social sciences and the College of Liberal Arts and Sciences conducted successful searches in applied Spanish linguistics, Spanish American literature, and Latin American Geography. UF's administration has demonstrated its commitment to strengthening its area studies faculty and CLAS expects to benefit from the hiring of approximately five area specialists each year.

Teaching assistants (TAs) at UF attend a two-day training seminar conducted by UF's Teaching Center. This initial training is supplemented by a series of workshops related to pedagogy and teaching with technology. A comprehensive handbook describing expectations of and resources available to UF's TAs provides additional guidance. Specific colleges and departments also conduct their own TA orientation programs each academic year.

Criterion 4: Quality of LAS Language Instructional Program

4A. Languages of Instruction: Table 4.1 summarizes UF's language instruction programs. UF

Table 4.1. Language Instruction Program Summary, 2012-2013			
	Language Levels (Years) Offered ¹	Language Courses Offered ¹	# of Language Instructors ²
Spanish	5	41	58
Portuguese	4	13	5
Haitian Creole	3	8	3

¹Language and linguistics courses only. ² Includes TAs.

offers programs in Spanish (to Ph.D), Portuguese (to B.A.), and Haitian Creole (to level 3). UF summer language institutes

abroad are currently available in Spanish and Portuguese, and during the next grant cycle CLAS will develop a new Haitian Language and Culture summer institute (Criterion 8). In 2012-13, UF offered over 260 language course sections in these languages, with a total enrollment of 3,810 students enrolled (Table 4.2).

4B. Levels of Language Instruction: UF offers Spanish to Level 5, Portuguese to Level 4, and Haitian Creole to Level 3 (NRC GEPA Measure 2). All Spanish and Portuguese Studies (SPS) courses emphasize language acquisition and proficiency in addition to content.

Since 1991, UF has offered one-credit companion FLAC courses to a number of popular LAS courses or as stand-alone conversation courses. A total of three one-credit FLAC courses are offered each

semester, virtually

all of which have

LAS-related content

even if they are not

specifically co-

referenced to an

LAS course. SPS

Table 4.2. Language Instruction¹, Students, & Sections, 2012-13²						
	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Language Sections						
Spanish	74	42	51	28	33	228
Portuguese	10	1	2	12	0	25
Haitian Creole	4	1	5	0	0	10
					Total	263
Language Students						
Spanish	1407	638	794	402	142	3383
Portuguese	184	21	51	71	0	327
Haitian Creole	50	8	42	0	0	100
					Total	3810

¹Includes literature and area studies courses; ²Each level is equivalent to 1 year (2 semesters) of language instruction. All Level 1 courses are intensive, 5-credit courses

also offers three-credit cultural studies courses each semester based on the FLAC model, focusing on Latin American issues. During the last funding cycle, CLAS developed two new three-credit FLAC courses in Spanish and Portuguese (*Pensamiento Latinoamericano* and *A Música na Construção da Identidade Brasileira*). With this proposal, CLAS plans to fund the development of additional three-credit FLAC courses in Spanish and Portuguese (Criterion 8).

To address the needs of students in the professional schools, during this last grant cycle SPS developed a new Certificate in Spanish for the Professions. The Certificate consists of 12 credit hours at the 3000-level with the goal of providing students with profession-specific language skills, while building cultural background and communicative proficiency. New courses have been developed for the Certificate program, including Commercial Spanish, Spanish for Health Professions, Spanish for Legal Professions, Spanish for Educators, and Spanish Translation and Interpretation. With this proposal, CLAS plans to fund the development of similar courses in Portuguese (Criterion 8, NRC GEPR Measure 3).

4C. *Language Faculty:* As part of UF's commitment to strengthen Spanish and Portuguese language programs, the foreign language departments were reorganized into two departments in July 2008 – Spanish and Portuguese Studies (SPS) and Languages, Literatures and Cultures (LLC), which houses the Haitian Creole program. In 2012-13, SPS included 13 tenured and tenure-track faculty, 10 full-time lecturers, two adjunct lecturers, and 34 TAs. Haitian Creole language instructors included one tenure-track faculty member in Haitian Creole and one TA.

SPS has a tenured specialist in acquisition/pedagogy for Spanish and Portuguese who directs level 1 and 2 courses and trains and supervises the graduate TAs with the help of four course coordinators and four designated master teachers. Two SPS tenured faculty members have undergone ACTFL proficiency tester training, and a long-time lecturer (Greg Moreland) administers SPS's robust FLAC program. Moreland regularly presents on FLAC courses at the CIBER business language conference, which brings recognition and visibility to the program.

Offerings in Spanish for 2014-15 at the upper division and graduate levels will be enriched by two new tenure-track hires in SPS, one of whom is a specialist in bilingualism and language contact, the other in contemporary Mexican literature and film. LLC's tenure track

faculty member in Haitian Creole (Hebblethwaite) has taught Haitian Creole for over a decade at Indiana University's Creole Institute, FIU, and now UF, where he directs one of the largest Haitian Creole and Haitian Studies programs in the U.S.

Through yearly orientations and workshops, UF's language-instruction faculty, adjunct lecturers and TAs are trained in communicative-based, proficiency-oriented pedagogy. Incoming TAs are required to take a three-credit class on Teaching Methods (FOL 6943) offered by SPS and LLC in alternating years, which introduces TAs to the latest research in language acquisition and pedagogy and innovative ways to integrate technology. In addition, all TAs must attend an intensive, 14-hour language pedagogy training session at the beginning of each academic year. Language TAs also attend the basic TA training described in Criterion 3. SPS faculty regularly participate in national and international conferences on pedagogy and language learning and teaching, such as the American Council on the Teaching of Foreign Languages (ACTFL) and the Computer Assisted Language Instruction Consortium. The chair of SPS, Gillian Lord, a leading expert on second language acquisition and technology in foreign language education, recently published a book on effective language program design. CLAS also supports LLC's Haitian Creole faculty member to attend LRC LCTL workshops in instructor training, proficiency evaluation, and materials development.

4D. *Quality of Language Programs:* UF's communicative-based, proficiency-oriented instruction strives to achieve ACTFL standards using the four-skills integrated instructional approach with an emphasis at elementary and intermediate levels on the "5Cs" (communication, connections, cultures, comparisons, community). For Spanish and Portuguese majors, SPS has developed a detailed set of skills as part of its student learning outcomes (SLOs). In addition to completing the major's course requirements, to be certified for graduation, Spanish and

Portuguese majors must undergo Individual Student Assessments that test spoken and written language skills, in addition to textual analysis skills. ACTFL proficiency standards required for CLAS's minor (intermediate-mid), certificate (intermediate-mid) and MA program (advanced-low) are detailed in Table 2.1. Newly admitted students are tested orally soon after enrollment and then counseled on the programs available for them to meet proficiency standards, including taking the appropriate level language and FLAC courses, and study abroad programs.

CLAS is one of five authorized U.S.-based testing sites of the Brazilian Certificate of Portuguese Proficiency for Foreigners (CELPE-Bras), the Brazilian government's official language proficiency exam. UF's two Portuguese faculty are certified to administer the exam and FLAS Portuguese fellows are tested each spring semester. CLAS contracts ACTFL-trained Haitian Creole examiners to test the FLAS Haitian Creole fellows.

To assist in language instruction, the UF Language Learning Center includes two computer classrooms and a Tandberg computer language lab. The language lab and the UF libraries possess a variety of audio and video language instructional materials and workstations and offer large library collections of print materials in the LAC languages. In an effort to use technology effectively, lower division class time is reserved for face-to-face interaction with peers and instructors, while the use of technology is required out of class. Students can also advance their language instruction through on-campus language clubs, such as the weekly *Bate-Papo* organized by the Brazilian Portuguese Club. CLAS' high level of Portuguese language study activity was recognized by the American Organization of Teachers of Portuguese's 2013 award for university-level teaching of Portuguese.

Criterion 5: Strength of LAS Library

UF's Latin American and Caribbean Collection (LACC) is a major institutional strength. It fields one of the oldest and largest LAS collections in the U.S., including the largest collection of Caribbean materials held anywhere in the world. LACC librarians and staff work closely with CLAS and are active leaders and participants in regional, national and international library projects. UF is widely respected for its preservation and conservation work and digital work is active and expanding.

5A. *Strength of Library Holdings:*

The LACC includes an impressive collection of print and non-print holdings (Tables 5.1 and 5.2), including 1200 journal and e-journal

Table 5.1. UF Library Holdings: LAS Books (as of 09/13)				
	Caribbean	Mexico & Central America	South America	Total
Language				
English	109,000	46,400	42,000	197,400
Spanish	93,100	58,000	54,600	205,700
Portuguese	N/A	N/A	78,200	78,200
Haitian Creole	2,900	N/A	N/A	2,900
Mayan	N/A	1,300	N/A	1,400
Other	32,100	5,750	7,600	45,450
Total	237,000	111,550	182,400	531,050

subscriptions, and over 2 million pages of in-house curated digital materials. Further, the UF Map Library houses 55,000 maps and atlases related to Latin America and the Caribbean. UF's LAS materials represent about 15% of the university's entire library holdings.

Approximately 65% of the LAS titles are in languages other than English. UF holds a number of important special collections, including manuscript records from Cuba and Haiti,

numerous rare Cuban books and Cuban slave life insurance policies from the mid-1800s, archival materials of Spanish Florida, and books and artifacts related to the history of the Panama Canal, previously owned by the Panama Canal Museum in Seminole, FL.

Table 5.2. UF Library Holdings: Other LAS Materials (as of 09/13)	
Journals/Periodicals	1,200
Audio-Visual	1,700
Microforms	52,000
Electronic Databases ¹	815
Special Collections	97
Digital Collections	2 million pages

¹ Includes LAS-specific databases only.

Institutional Library Support: The LACC is one of a handful of area studies collections in the U.S. where the collection is maintained in its own space, with a dedicated reading room and

reference services. LACC's newly-renovated space features state-of-the-art electronic information access and optimum book conservation storage climate control. This impressive collection is managed and reference services provided by four full-time librarian specialists with the support of one full-time archivist for Caribbean materials, 9.2 FTE from staff members of other library units (e.g., map reference room, cataloguing, etc.), and 3.2 FTE part-time student assistants (Table 5.3). In Fall 2011, the Libraries hired a new archivist for Caribbean manuscripts, a full-time academic appointment in LACC.

Budgets for library materials have remained steady over the past four years (Table 5.3)

Table 5.3. UF Library Support and Activities, 2012-13	
Library Staff: Full-Time on LAC Activities	5 FTEs
Library Staff: Part-Time on LAC Activities	9.2 FTEs
Library Staff Salaries	\$706,737
Acquisition Budget for LAC Materials	\$225,000
Number of LAC Inter-Library Loans	4,000
Number Travel Awards to Use UF Collection	2

and the LACC continues to work in collaboration with peer libraries to leverage resources wisely and to deepen coverage across the overall academic library universe.

The Director of LACC is a member of CLAS's Faculty Advisory Council (Table 6.1).

UF's LACC librarians regularly provide information literacy classes as part of the research methods and gateway courses for CLAS's MALAS program.

Library Access and Collaborative Activities: Due to a combination of its large size, special collections, excellent electronic database access, and energetic library staff, the LACC receives approximately 500 visitors per year from throughout the U.S. and internationally. The UF Libraries are a major national supplier of LAC research materials. In 2012-13, UF supplied some 4,000 LAC items to outside scholars through inter-library loan (Table 5.3), representing approximately 17% of all inter-library loans made by the university. With Title VI support, CLAS offers library travel grants to scholars from across the U.S. to conduct research in the UF collections. With this proposal, CLAS plans to offer eight annual library travel grants.

To further facilitate library access, the UF Libraries participate in a number of consortia, cooperative agreements, and professional organizations (eg: SALALM and LARRP) and UF librarians are spearheading the effort to further e-book holdings across the 11-campus State of Florida library horizon.

Central to UF's LACC digitizing efforts is the world-renowned Digital Library of the Caribbean (dLOC), a multifaceted and collaborative international digital library project founded by UF in partnership with Florida International University (FIU) that preserves and increases access to valuable resources for the study of the Caribbean. With this proposal, CLAS seeks to support digitization efforts with a focus on South American serials and monographic imprints.

Criterion 6: Quality of LAS Faculty and Staff Resources

6A. *Quality of Teaching Faculty and Professional Staff:* LAS faculty are highly productive and leaders in their fields. Since 2009, they have published over 38 books, hundreds of scholarly articles, and won several prestigious book awards. Lillian Guerra, Professor of History, won the 2014 LASA Bryce Wood book award. UF Latinamericanist Michael Mosely is a member of the National Academy of Sciences, and eight affiliate faculty members received Fulbright and Fulbright-Hays fellowships in recent years. Numerous others have received research grants from FIPSE, NIH, NSF, USAID, USDA, USDE, international organizations such as the Center for International Tropical Agriculture (CIAT) and UN Women, and prestigious foundations such as Ford, Gates, Guggenheim, MacArthur, Mellon, Moore, Noble, and Tinker (Appendix C). Of the 163 LAS and language teaching faculty, 43 spend 100% of their time teaching, conducting research, and advising students on Latin American content. An additional 120 spend 25-99% of their time on LAS. Of the total Latinamericanist faculty 50% are full professors, 27% are associate professors, 12% are assistant professors, and 11% are adjuncts/instructors.

CLAS's program is administered by 19 center-based faculty and professional staff and five support staff (Table 6.1). Its research and training programs are run by highly regarded senior scholars complemented by joint faculty appointments and full-time professional staff.

Table 6.1. CLAS Administrative Staff & Key Personnel, 2012-13				
Name	Bio Page	Position	NRC Responsibilities	% Time¹
Dr. P. Williams	C1	Director; Professor, Political Science & Latin American Studies	NRC Director	50
Dr. R. Brown	C13	Associate Director, Academic Programs & Student Affairs; Associate Professor, Latin American Studies	MALAS & graduate certificate advising, Teaching	100
Dr. E. Bruna	C13	Director, Florida-Brazil Linkage Institute; Professor, Latin American Studies and Wildlife Ecology and Conservation	Research, Teaching, Outreach	50
Dr. C.D. Deere	C21	Coordinator, Gender & Climate Change program; Professor, Latin American Studies and Food & Resource Economics	Research, Teaching, Outreach	50
Dr. G. Galloway	C28	Director, Masters of Sustainable Development Practice Program	MDP advising, Teaching	100
Dr. I. Jusionyte	C41	Director, Crime, Law, & Governance Program; Professor, Latin American Studies & Anthropology	Research, Teaching, Outreach	50
Dr. B. Loiselle	C46	Director, Tropical Conservation & Development Program; Professor, Latin American Studies and Wildlife Ecology & Conservation	Research, Teaching, Outreach	50
Dr. T. McCoy	C50	Director, Latin American Business Environment Program; Professor Emeritus, Latin American Studies and Political Science	Research, Teaching, Outreach	25
Ms. N. Ochoa	C60	Program Coordinator, Undergraduate Programs & Event Planning	Data collection, Programming, Undergraduate advising	40
Ms. J. Peskin	C63	Assistant Director, Administration	Budget, Reporting, FLAS, Programming	10
Mr. R. Phillips	C65	Director, Latin American Library Collection	LAS library activities	25
Dr. M. Risner	C67	Associate Director, Outreach & Latin American Business Environment Program	Outreach, Business language, LCTLs	25
Ms. P. Sampaio	C72	Program Coordinator, Tropical Conservation & Development Program	Programming	20
Dr. M. Schmink	C73	Graduate Advisor, Masters of Sustainable Development Program	Research, Teaching, Outreach	50
Other Employees		Other faculty: 5, Full-time admin. staff: 5		

¹ Time dedicated to student instruction and advising.

Philip J. Williams, the Center's Director since 2009, is a political scientist and leading regional specialist in religion and politics, democratization, and transnational migration, and a frequent commentator in the national and international media. He received his M.Phil in Latin American Studies and D.Phil in Politics from the University of Oxford. Richmond Brown, Associate Director for Academic Programs and Student Affairs, is an historian and received both his M.A. and Ph.D. in History from Tulane University.

CLAS funds faculty professional development, research, and conference participation through competitions for Title VI or other funding. In 2012-13, CLAS awarded 24 faculty members travel grants, with 11 of these grants for international research or conference travel. CLAS also encourages professional and administrative staff to engage in continuing training and facilitates additional professional development by including professional staff in foreign travel opportunities and through support of other training. With Center support, the Associate Director for Outreach recently completed a doctorate in educational technology and received a Faculty Enhancement Opportunity grant to support new professional development activities. The Associate Director for Academic Programs also received a Faculty Enhancement Opportunity grant to support his research in Guatemala. Support staff members regularly attend professional development classes offered by the University (Appendix C). CLAS, with Title VI support, provides travel funding to facilitate the librarians' active involvement in LAS activities.

The CLAS director and the Associate Director for Academic Programs dedicate considerable time to CLAS and NRC activities in general and to student instruction and advising (50% and 100%, respectively) (Table 6.1, Criterion 2C). Other key faculty and administrative staff also dedicate significant time to teaching and advising (Table 6.1, Criterion 2C). Moreover,

LAS center-based and affiliate faculty taught 188 non-language 100% LAS content courses in 2012-13 with a total enrollment of 2,765 (Table 3.1, Appendix B).

6B. Staffing and Program Oversight: Philip Williams, as Director, is the chief academic and administrative officer of the Center and reports directly to the Provost. The Associate Director for Academic Programs manages the Center’s undergraduate and graduate programs; the Assistant Director for Administration (Jocelyn Peskin) is responsible for Center program management, supervision of Center administrative personnel, grant preparation and reporting, and publications; and the Associate Director for Outreach (Mary Risner), coordinates the Center’s public and educational programs and language for specific purposes (LSP) initiatives. Finally, center-based faculty direct the various research and training programs (Table 6.1).

Table 6.2 summarizes CLAS’s governing and oversight structures which provide effective channels for faculty involvement in Center planning and outreach activities while maintaining optimal coordination among its center-based

Table 6.2. CLAS Governing and Oversight Structure, 2012-13			
Governing Body	Purpose	Meeting Schedule	Representation
Faculty Advisory Council	Advises on center academic policies & operations, MA admissions, faculty & student competitions	Monthly	8 faculty representatives ¹ (4 elected & 4 appointed) + 4 ex-officio members.
Center-Based Faculty Members	Coordinates center activities and research & training programs	Twice per semester	19 Center-based faculty & professional staff
¹ In AY12-13, 6 professional schools/colleges were represented, including Agriculture, Business, Education, Fine Arts, Law, and Liberal Arts & Sciences			

faculty who direct the research and training programs.

The Faculty Advisory Council (FAC) is the representative body for CLAS and is composed of twelve members, including six Affiliate faculty members representing a number of colleges/professional schools (including Agriculture, Business, Education, Fine Arts, Law, and

Liberal Arts & Sciences), two Center-based faculty representatives, and four ex-officio members (Center Director, Academic Director, Assistant Director, and LACC librarian).

In addition to the FAC, the Center-based faculty meets twice per semester to coordinate the overall activities of the center and the research and training programs. An all-LAS faculty retreat is held every other year at which the Director reports on the progress of the strategic plan and seeks faculty input on new programs and initiatives.

6C. *Diversity and Non-Discrimination*: UF is an Equal Employment Opportunity institution committed to the equitable treatment of all faculty, staff, and students. A Faculty Recruitment Toolkit assists search committees to conduct proactive and equitable searches and all faculty search committee members complete a recruitment workshop to certify that they are trained in fair hiring practices. The University is also committed to providing effective, reasonable accommodations for students, staff, faculty and visitors with disabilities.

As part of the faculty and staff hiring process, the Center makes a strong effort to identify and recruit minority candidates to apply for open positions. Additionally, all qualified applicants claiming veteran's preference are extended an invitation for in-person or telephone interviews. Of the 24 faculty and staff employees of CLAS (2012-13), 60% were female, 32% Latina/o, 4% Black, and 36% were over 55 years of age. All LAS programs are held in facilities that are wheelchair accessible.

Criterion 7: LAS Outreach Activities

In 2012-13, CLAS's 195 outreach events reached 105,104 participants (Table 7.1). Of these events, 34% were supported with Title VI funds. CLAS's outreach efforts reach local, state, regional, and national levels through CLAS' outreach director's participation on foreign language and business education executive boards.

CLAS focuses on three main outreach areas that maximize the strengths and resources at UF and CLAS. These areas are (1) science and environmental education building on our strong TCD program, (2) Portuguese and Brazilian Studies based on the long history and strong presence of Brazilian Studies, and (3) languages for specific purposes (LSP), promoting the study of Latin American languages and cultures for use in professional contexts, through our relationships with UF professional schools and CIBER.

Table 7.1 Outreach Activity Summary, 2012-13				
Primary Audience	# Events		# Participants	
	All Funds ¹	TVI Funds	All Funds ¹	TVI Funds
Elem/Secondary Schools (K-12)	31	25	2,367	2,089
Postsecondary Institutions	50	11	1,280	625
General Public, Business, Media	113	30	14,457	8,155
Subtotal	194	66	18,104	10,869
FLMNH LAS-Related Exhibit	1	1	87,000	87,000
Total	195	67	105,104	97,869

¹Includes TVI funded and non-TVI funded activities

7A. Elementary and Secondary Schools: CLAS offers dynamic, high-impact outreach activities reaching educators through collaboration with professional associations, a resource lending library, and workshops and conference presentations. Science outreach efforts included 525 Title I elementary students who benefited through the Florida Museum of Natural History (FLMNH) bus stipend program, which provides guided visits of Latin American-related exhibits in tandem with pre-museum classroom activities led by TCD graduate students. In 2011, 15 Florida teachers attended CLAS' three-day teacher summer institute on Ecosystems of Latin America, and in response to teacher requests, we developed an 8-day interdisciplinary teacher institute in Belize focusing on environmental science, sustainability, and culture. Nine teachers from across the country will be participating in the Belize institute this summer. CLAS is partnering with the local non-profit "10,000 Connected" which engages teachers and students through classroom visits to raise awareness of environmental sustainability, culture and arts, and issues challenging LA development. Over 2,500 students have been reached through these visits to date.

To promote Portuguese and Brazilian Studies through outreach, CLAS distributes the longest-standing monthly e-newsletter, *Notícias: Português como Língua Estrangeira* to almost 500 Portuguese language instructors in the U.S. and abroad. CLAS produced the advocacy video, “Why Study Portuguese?” with almost 4,000 views on YouTube to-date and which is screened regularly at national-level language conferences.

In 2009, CLAS, in collaboration with the UF CIBER, established an online professional learning community called NOBLE (Network of Business Language Educators) to bring together K-16 educators interested in curriculum and program development that integrate the study of foreign language and culture across disciplines, particularly professional schools. In addition to face-to-face events, the community network connects over 1,000 K-16 educators through various social media outlets. “Are We Prepared for Jobs of the Future?”, a popular NOBLE video clip, has received over 12,000 views on YouTube and is screened regularly at language and business education conferences around the U.S. Since 2012, CLAS/NOBLE has supported and co-presented with high school teachers in over a dozen sessions disseminating K-12 models and resources for “Spanish for Healthcare” and “Spanish for Leadership” courses.

CLAS’s Resource Lending Library consists of hundreds of films and documentaries and prepared curriculum kits, called Traveling Suitcases, which are mailed to teachers and guest speakers free of charge to enhance classroom activities with authentic items from the region. The suitcases reached 480 students in 2012-13. CLAS uses webinars and social media networks to reach local, regional, and national audiences and to supplement activities with local schools, UF museum events, and workshops at district offices. For general K-12 initiatives and in collaboration with other area studies programs (CLASP), CLAS participates annually on K-12 outreach panel discussions at LASA, presentations and an exhibit booth at the National Council

for Social Studies, funding and promotion of the CLASP Summer Teacher Institute Network, and through support of the Americas Award for Latin American children's literature.

7B. *Postsecondary Institutions:* CLAS's flagship postsecondary outreach event is our annual conference, now in its 63rd year, which provides a venue for U.S. and Latin American scholars to present cutting-edge research and to establish scholarly networks. A total of 163 individuals from across the U.S. and Panama attended the 2014 conference, which kicked-off the 100th anniversary of the canal and featured multidisciplinary perspectives on Panama. Special guest speakers included the CEO of the Panama Canal, two former U.S. ambassadors to Panama, and former Florida Senator Bob Graham. The conference was organized in collaboration with the UF Libraries to promote the recently acquired Panama Canal Museum collection and the upcoming Panama Canal Centennial Celebration to be hosted at UF. The 2013 annual conference explored issues of Brazil's emergence as a global power and resulted from an international linkage initiative with the Fundação Getulio Vargas supported during the last grant cycle. CLAS also sponsors an annual speaker series featuring Latin American and US-based speakers. In 2012-13, CLAS sponsored or co-sponsored 97 speakers with an overall attendance of 3,294.

In 2013, 250 people attended the annual Brazilian Music Institute's (BMI) musical performance, which CLAS co-sponsors with the UF School of Music and Santa Fe College. The BMI is an intensive, week-long course that brings outstanding Brazilian musicians together with musicians residing in the U.S. In 2012, CLAS partnered with the College of Fine Arts for the "African Dance in the Diaspora" performance and workshop reaching over 248 individuals.

At the state level, in 2012 CLAS co-sponsored Daytona State College's Brazil Week and for the last four years has co-sponsored the annual Valencia College Brazilian film festival in Orlando which features guest film directors and artists from Brazil reaching over 500 attendees

from the community. Within the Central Florida area, CLAS partners with HBCU Bethune-Cookman University (BCU) on Brazil and Latin American-related events held in the Daytona area, such as capoeira performances and sponsoring faculty members to attend the CLAS annual conference in Gainesville.

On a regional level, in 2013-14 CLAS initiated a one-day workshop entitled “Infusing Latin American Studies Across the Curriculum” through a partnership with the Nine University and College International Studies Consortium of Georgia. Instructors from community colleges and Minority Serving Institutions (MSIs) in Georgia (Appendix E) attended the workshop and the same model was implemented in collaboration with Daytona State College and BCU for faculty throughout Florida. Each workshop drew over 60 faculty participants from multiple subject areas.

7C. Business, Government, Media, and the General Public: Much of UF’s business outreach occurs through CLAS’s LA Business Environment Program (LBE), a collaborative interdisciplinary research and training program with CIBER in the UF College of Business. LBE produces the annual *Latin American Business Environment Report* (LABER) that assesses developments in the LA region affecting business and finance. The LABER is available online and is distributed in print format to the state’s economic development organization, Enterprise Florida, which promotes international trade. CLAS also sponsors a Latin American Business Symposium and Career Workshop, which draws over 150 students and faculty, dozens of alumni, and representatives of firms operating in the region.

CLAS develops and maintains relationships with alumni across professional sectors by including them in center activities as speakers and mentors. Business alumni have been part of at least six CLAS panels and presentations promoting a global perspective at regional and

national business education conferences. CLAS recently joined the local Chamber of Commerce to promote awareness of Latin America and its importance for Florida as a trade partner to the local business community. As a member of the chamber, CLAS is able to network with hundreds of local businesses and individuals.

Much of CLAS's government outreach related to Latin America is coordinated by the Law and Policy in the Americas Program (LPA), which is partially supported by Title VI. LPA, housed at the UF College of Law, hosts an annual international conference on Legal and Policy Issues in the Americas, which rotates between Florida and Latin America. The 15th annual conference, held in Colombia in April 2014, brought together 425 academics, students, human rights activists, jurists, and journalists from Colombia, Brazil, and the US to discuss the human rights challenges facing Colombia.

The Center's director is a frequent commentator in the media on contemporary Latin American events, including the *Tampa Tribune*, *Orlando Sentinel*, *The New York Times*, *Politico*, *USA Today*, *CNN en Español*, the BBC, and numerous Latin American media outlets. CLAS also coordinates with UF's Media Relations to maintain an up-to-date online expert guide and to help channel requests that come directly through the Media Relations office. Finally, during the last grant cycle, CLAS and LPA co-hosted a symposium with the Inter-American Press Association on "Freedom of Expression and Freedom of the Press in Latin America" that brought together panelists from the US and Latin America.

All of CLAS's campus outreach events are open to the public, but several of our activities are specifically directed to the greater Gainesville community. CLAS co-sponsors an annual Latin American film festival organized by the local non-profit Latina Women's League, that includes film introductions by LAS faculty and film directors from Latin America. This film

festival, which will be celebrating its tenth anniversary this coming fall, draws almost 3,000 participants each year. The month-long event has expanded beyond film screenings to include live music performances for the community, children's cultural activities (*Cuentos Latinoamericanos*), programs tied to local K-12 classrooms and UF courses, and art exhibits. CLAS also partners with the Harn Museum of Art for a Day of the Dead theme in early November, which has attracted over 500 attendees annually for the past two years.

Criterion 8: CLAS Program Planning and Budget

8A. *Quality and Purpose of NRC Request:* Our proposed NRC activities, organized around four project goals, are of high quality and conform to Title VI objectives to establish, strengthen, and operate comprehensive foreign language and area studies programs. The funding of this proposal will allow CLAS to augment existing programs and support promising new initiatives. The four-year project rests on a firm foundation of UF institutional support (Table 1.1). Without Title VI support, however, the initiatives below would not be possible at the proposed levels.

(1) *Strengthen research collaboration across disciplines:* Interdisciplinary working groups:

CLAS proposes to support four new interdisciplinary working groups, bringing together faculty and graduate students across disciplines in activities such as workshops and semester-long colloquia tied to graduate seminars. In Years 1-2, the "Envisioning a Sustainable Tropics" group will help chart new directions for the Tropical Conservation and Development program, as we integrate three new senior faculty in the field of Latin American sustainable development. The working group, "Crimescapes: Space, Law and the Construction of (Il)legalities in the Americas," will develop a new research direction for the Center's Crime, Law, and Governance initiative. CLAS will solicit additional proposals for funding during Years 3-4 (Budget E.6.a).

International Linkages (NRC Invitational Priority): CLAS will develop a new UF-University of Havana (UH) working group (Budget C.2.c) focused on “Cuban Ecological and Historical Conservation” growing out of a UF-UH linkage initiative launched during the last NRC cycle. Working with faculty in the College of Engineering, we will develop a new US-Brazil Cooperative Program in Engineering Education between UF and the Universidade de São Paulo (USP) (Budget C.2.e).

Annual Conferences/workshops: Grant funds will support the Center’s highly successful annual conference (Budget E.2.c). The conference themes for Years 1 and 2, “Envisioning a Sustainable Tropics” and “Crimescapes: Space, Law and the Construction of (Il)legalities in the Americas,” are planned as the culminating events for the first two interdisciplinary working groups mentioned above. Also, in collaboration with the College of Law, CLAS seeks to strengthen the Law and Policy in the Americas Program by supporting the program’s annual conference (Budget C.2.d) that brings together LA and US-based scholars and government leaders to discuss issues such as the rule of law, transitional justice, and environmental law. Finally, support is requested for CLAS’s annual lecture series to bring LA-based scholars for public lectures on interdisciplinary themes and to interact with faculty and students (Budget E.2.h).

Faculty Professional Development: Funds are requested to provide area studies and language faculty with opportunities for professional travel for conference participation and international research collaboration (Budget C.1.f & C.2.a).

(2) Increase the area studies and language competencies of students, especially from underrepresented groups: Study Abroad: One of the primary objectives of UF’s Quality Enhancement Plan (QEP) for internationalization is to increase study abroad opportunities for students from underrepresented disciplines (STEM disciplines and health sciences), ethnic

minority students, and socio-economically disadvantaged students. During the grant cycle, the Center will work closely with the UFIC and the office of Multicultural and Diversity Affairs (MCDA) to develop targeted recruiting of students into our undergraduate minor, certificate and study abroad programs. We will offer a six-week Medical Service Learning program in Costa Rica targeting pre-health undergraduates and will work with the College of Engineering to develop a semester-long experiential program for engineering students in Brazil (Budget E.4.a). In addition, we will initiate a new six-week Haitian Language and Culture program, including service learning opportunities, in Haiti (Budget E.4.a). In conjunction with UF's College of Business, we will offer a six-week Business in Brazil program, combining online coursework and internships in international retailing and operations in Curitiba, Brazil (Budget E.4.a). Building on the Center's collaboration with the College of Law, partial funding is sought to support a summer field program in Costa Rica (Budget A.2.a) integrating law students with students in the MDP and TCD programs. To encourage faculty to develop additional study abroad opportunities, CLAS will offer study abroad development grants (Budget E.5.a).

FLAC course offerings and LCTLs: CLAS will offer course development grants for faculty to develop three-credit FLAC courses in Spanish or Portuguese (Budget E.5.a). Support for two Haitian Creole instructors to teach introductory courses will allow our Haitian Creole faculty member to teach intermediate and advanced courses (Budget A.1.a & B.1.a). Additionally, support for a Portuguese instructor will expand intermediate level Portuguese course offerings for students in the STEM fields and professional schools (Budget A.1.b & B.1.b).

CLAS supports LCTL initiatives in instructor training, proficiency evaluation, and materials development and requests funds for UF's LCTL instructors to attend such workshops (Budget C.1.a & C.1.c). Also, CLAS will co-sponsor the LCTL Strategy Workshop hosted by

Indiana University's Center for Latin American and Caribbean Studies in Year 1 and by another NRC in Year 3 (Budget C.1.b). CLAS will also continue to support Portuguese as a priority LCTL in collaboration with the University of New Mexico and Florida International University, through the publication of the *Portuguese Language Journal* (Budget E.2.b).

Technology-enhanced LAS courses: CLAS will offer course development grants and faculty workshops on the integration of technology in LAS instruction (Budget E.5.a & E.5.b). CLAS proposes to connect UF and Latin American students and enhance existing LAS courses through a “globally networked classroom” approach (Budget E.5.b), and funds will also support the development of online LAS courses for UF's new online undergraduate degree program (UF Online), thereby increasing access to LAS courses for non-traditional students (Budget E.5.a).

Undergraduate and graduate career placement: To increase the probability that UF graduates will pursue LAS-related careers, CLAS will sponsor a semi-annual Latin American Career Workshop in collaboration with UF's College of Business (Budget E.2.i). Funds will also be used to support short-term visits of LA-based development practitioners to advise students in the MALAS, MDP and TCD programs about careers in international development (Budget E.2.g).

(3) Strengthen K-12 education through LAS enhanced teacher education courses and longer term in-service training initiatives: K-12 Teacher Training and Outreach: An LAS affiliate was recently appointed to lead the internationalization of the College of Education (CoE), which will strengthen CLAS' collaborations with CoE to train both pre-service and in-service K-12 teachers. Building on this opportunity CLAS will engage with CoE faculty to introduce pre-service teachers to the integration of LAS content in two primary ways: (1) NRC faculty will attend small group, faculty-based meetings and conduct presentations for CoE faculty. We anticipate that three CoE trainings will take place each year of the grant cycle, rotating between

each UF NRC world region, and (2) combine NRC faculty content expertise with CoE faculty pedagogical expertise to develop a “Global Social Studies” course for undergraduate pre-service teachers (**NRC Absolute Priority, NRC Competitive Preference Priority 2**) (Budget E.5.c). CLAS will support CoE’s efforts to revitalize an International and Comparative Education course that will integrate Latin American issues of race, class, and literacy (**NRC Absolute Priority, NRC Competitive Preference Priority 2**), (Budget E.5.c) and we will partner with CoE on integrating an LAS module into the course, “Teaching Social Studies with Technology” (**NRC Absolute Priority, NRC Competitive Preference Priority 2**) (Budget E.5.b). Finally, to support language student majors pursuing teaching at the K-12 level, we will support development of an undergraduate foreign language methods course in collaboration with the CoE and SPS (**NRC Absolute Priority, NRC Competitive Preference Priority 2**) (Budget E.5.a).

CLAS also proposes continued engagement with in-service teachers. In collaboration with Florida International University and Vanderbilt, CLAS will offer an annual LAS-themed webinar series (two webinars per semester) (**NRC Absolute Priority**) (Budget E.1.a) that will provide access to more educators while pooling NRC expertise and allowing affordable recording and archiving of sessions for subsequent viewing. CLAS is also collaborating with the Palm Beach County School District to develop area studies courses focusing on intersections between U.S. and LAS history and Latin American influence in the U.S. CLAS will participate in one annual workshop in Palm Beach County and will work with teachers through virtual meetings throughout the year (**NRC Absolute Priority**) (Budget C.1.i). At the local level, CLAS will partner with the non-profit group “Projects for Haiti,” other UF NRC’s, UF’s CoE, and the local school district to establish an annual International Education Conference: “Gainesville Globally Connected,” that will bring together community members, educators, and local

international businesses to promote collaboration on globally-focused initiatives in the North Central Florida region (**NRC Absolute Priority, NRC Competitive Preference Priority 2**) (Budget E.1.g). Extending beyond the local area, teacher trainings will be conducted annually in a variety of lengths and formats at local school district offices and in conjunction with state, regional, and national teacher meetings (**NRC Absolute Priority**) (Budget E.1.a). Travel funds are requested for CLAS's outreach director and for presenters (both teachers and UF faculty) to attend the workshops and professional service fees for presenters (Budget C.1.e).

An eight-day interdisciplinary summer teacher institute on Latin American environmental issues and culture will be offered biennially in partnership with the Belize Foundation for Research and Environmental Education (BFREE) (**NRC Absolute Priority**) (Budget C.2.f & E.1.e). Funds are requested in Year 1 to continue sponsorship of Title I schools to visit Latin American and science-related exhibits at FLMNH (Budget E.1.b). Also in Year 1, we will support visits to the Harn Museum of Art and a teacher workshop in connection with the Harn's "Patterns Past and Present: Arts of Panama" exhibit (Budget E.1.b). For years 1-4, CLAS will sponsor school visits by the Gainesville established "10,000 Connected" group to integrate LAS content in the classroom (Budget E.1.b).

CLAS proposes a revitalization of its longstanding Outreach Lending Library by changing the focus of the traveling suitcases themes from country themes to those based on foreign language Advanced Placement topics, ACTFL standards, and overarching social studies themes, as well as merging the CLAS film collection with the Tulane Stone Center Outreach Library (Budget D.1.b). The two centers have agreed to combine media resources and efforts to provide LAS audio-visual materials to educators in the southeast and beyond.

The Center plans to consolidate its NOBLE project initiatives and to formalize courses such as Global Logistics, Spanish for Healthcare, and Spanish for Leadership as regular offerings and continue to disseminate the models to other districts and states (**NRC Absolute Priority**). CLAS will collaborate on K-12 outreach with CLASP through support for the Americas Award for Children's Books and partnering on teacher workshops and presentations (**NRC Absolute Priority**) at LASA and the National Council of Social Studies (Budget E.1.f, E.1.d, & E.1.c).

(4) Expand LAS outreach to Minority-Serving Institutions and community colleges, business, media, and the general public: Post-secondary outreach: Much of CLAS's postsecondary outreach at UF occurs through conferences, lectures, and symposia. To reach beyond UF and promote the integration of LAS content at community colleges and MSIs, CLAS will support an annual one-day workshop to be held in conjunction with Daytona State College, Valencia College, Bethune-Cookman University (BCU), and Santa Fe College (**NRC Competitive Preference Priority 1**) (Budget C.1.h & E.2.e). To provide an impact in the Southeast region, a one-day workshop will also be held in conjunction with the Nine University and College International Studies Consortium of Georgia, which includes several MSIs (**NRC Competitive Preference Priority 1**) (Appendix E, Budget C.1.g & E.2.d). The workshop theme and world region focus will rotate each year as we partner with other UF NRCs to offer this training.

Continuing our collaboration with BCU, CLAS will fund the development of a special topics LAS-focused course in Years 2 and 4 of the grant cycle. A CLAS faculty member will work with BCU faculty to provide content guidance (**NRC Competitive Preference Priority 1**) (Budget E.2.k). CLAS will continue to support BCU faculty to attend CLAS's annual conference, and in Year 2 will begin working with the BCU's College of Education program for pre-service teachers through the "10,000 Connected" project (**NRC Competitive Preference**

Priority 1) (Budget E.2.j & C.1.e). Finally, we seek to extend the reach of the Brazilian Music Institute (BMI); collaborating with Broward Community College to hold the BMI in Broward County in years 1 and 3 (Budget E.2.f).

Outreach to Business, Media, and the General Public: CLAS will co-sponsor the growing Latin American Film Festival and related events each fall semester in cooperation with the Gainesville-based Latina Women's League during Hispanic Heritage Month (Budget E.3.a). CLAS will also partner with UF's Harn Museum on activities such as annual faculty lectures on Latin American art (Budget E.3.f), artisan visits to present on traditional Latin American crafts (Budget E.3.e), and annual Latin American-themed Museum Nights (rotating world regions with other UF NRCs) (Budget E.2.a). CLAS is developing a new collaboration with the UF Galleries for a Latin American art exhibit during its 50th anniversary celebration (Budget E.3.b). All of these events are open to the general public.

To support CLAS business initiatives in the current cycle, we request funding to continue publication of the annual *Latin American Business Environment Report* (Budget E.3.g) and support for the Latin American Business Symposium in years 1 and 3 to be held on the UF campus (Budget E.3.h). To support the recent state-wide *Florida Made for Trade* initiative, CLAS proposes to hold trade workshops with the Gainesville Chamber of Commerce and the Orlando Hispanic Chamber. These events will take place in Years 2 and 4 (Budget E.3.i). Sponsorship of the WUFT *Noticias* radio program will also raise the visibility of CLAS through featured content on Latin American issues through Spanish-language programming (Budget E.3.d). Finally, partial support is requested for general publicity efforts (Budget E.3.c), a part-time outreach assistant (Budget A.3.a & B.3.a), and supplies (Budget D.1.a).

Library access: CLAS plans to continue its successful library travel grant program for scholars to visit and conduct research in the LACC (Budget E.7.b), and we also seek funding for LACC librarians to travel to professional meetings and to acquire new materials (Budget C.1.d & C.2.b). To improve access to unique holdings, funding is requested for digitalization of materials, with a focus on South American serials and monographic imprints (Budget E.7.a). CLAS requests partial support for a part-time assistant for digitalization and for collection development (Budget A.4.a & B.4.a).

8B. Program Development Plan: The preceding program plan resulted from a strategic planning process conducted during an LAS faculty retreat held in spring 2013. In the following months, the Center's Director, Associate Directors, and Assistant Director consulted with key stakeholders to work out the details of the program plan and to formulate the budget and timeline. In developing the NRC program plan and timeline, CLAS carefully evaluated the personnel and financial resources required to carry out proposed program activities, and as such, several activities are staggered over the four-year grant period. Activities were linked to our NRC project goals, outputs, and intended outcomes. In the long-term, CLAS's NRC program plan is designed to have significant impact on the scope and quality of LAS research, teaching, and outreach at UF. The NRC Performance Measures Form (Appendix D) provides additional detail on the project's planned activities and targets.

CLAS's effectiveness in achieving the proposed plan is enhanced through institutional resources, partnerships with other NRCs, Florida-based public, private and community-based institutions, and the large number of international linkages. Moreover, the size of the Center's faculty and administrative staff (Table 6.1), in addition to coordination with faculty in colleges and professional schools across campus, ensures successful implementation of the plan.

At the end of four years, the proposed activities will have allowed major improvements to CLAS programs: four new interdisciplinary working groups, a new joint UF-UH working group, a new engineering-focused collaboration between UF and Universidade de São Paulo (USP), new study abroad programs, new online and technology-enhanced area studies courses, additional three-credit FLAC courses, new intermediate level Haitian Creole and Portuguese course offerings, increased collaboration with UF's College of Education in training K-12 teachers, new partnerships with MSIs and community colleges, enhanced outreach to business, media and the general public, and increased access to library collections.

8C. *Cost Effectiveness:* The budget was carefully developed, taking into account existing resources and evaluating what other resources might be required for successful implementation of proposed activities. UF is a state-assisted institution experienced in mobilizing limited operating resources for maximum gain. Whenever possible, NRC activities draw on matching support from campus units or other organizations to stretch resources. Overall, the considerable UF institutional commitment (Table 1.1) enhances the efficiency of Title VI funding by absorbing the vast majority of administrative costs, while cost-minded management by CLAS staff ensures the effective use of NRC resources.

8D. *Long-term Impact:* The long term impact of Title VI funding will allow CLAS to greatly enhance its programs to maintain one of the preeminent LAC area and language studies centers in the U.S. NRC designation gives the Center greater leverage when negotiating with university administrators about LAS resources and faculty lines. Latinamericanist faculty at UF will benefit from Title VI support, helping them communicate knowledge gained about the region when teaching and mentoring students. Students in our undergraduate, graduate, and professional programs will enjoy increased study abroad opportunities in the region, greater breadth and depth

in area studies and language course offerings, new opportunities to participate in interdisciplinary working groups, better access to LACC library holdings, enhanced academic and career advising, and expanded outreach activities on campus. Providing UF students from underrepresented groups with expanded area and language studies opportunities will contribute to preparing more and better qualified LAC specialists in areas of national need.

Criterion 9: CLAS Impact and Evaluation

Attesting to the impact CLAS has in the field of LAS, the most recent external review once again highlighted the Center’s “position as a national leader in Latin American Studies.” Through this proposal, CLAS intends to enhance existing programs and support promising new initiatives, while significantly improving the evaluation process.

9A. *Impact on the University, Community, Region and Nation:* One indicator of the impact of

Title VI funding on UF is the steady growth of financial support to our center which, despite campus-wide budget cuts, increased from \$17 million in FY 2008-09 to over \$19 million in FY 2012-13. Table 9.1 summarizes the numbers of students and faculty who directly benefit from LAS activities. In AY 2012-13, 2,011 students graduated with 15 or more hours of undergraduate and graduate course work in LAS. Similarly, the 15,875 undergraduates and 2,213 graduate students enrolled in LAS courses in 2012-13 attest to the robust academic programs that contribute greatly to the university’s national reputation. This impact is furthered by the large number of LAS graduate students receiving prestigious national dissertation research

Table 9.1. UF Students & Faculty Benefiting from LAS Programs, 2012-13	
Undergraduates enrolled in LA area studies & language courses	15,875
Undergrads with 15+ LAS graduation credits	1380
Undergraduates completing LAS minor or certificate	39
Graduate students enrolled in LA area studies & language courses	2213
Graduate students with 15+ LAS graduation credits	631
Graduate students completing LAS certificate or MA	24
Graduate students completing LAS theses or dissertations	77
Graduate students receiving financial support	81
Faculty receiving funding for research & professional conferences	24

fellowships. In 2012-13, LAS graduate students were awarded fellowships from Fulbright (3), NSF (10), and NASA Earth System Science (1). Others were awarded fellowships from, among others, the National Security Education Program (Boren Fellowship), Inter-American Foundation (4), and Wenner-Gren Foundation (2).

Another indicator of LAS' significant impact on the university includes the high levels of external funding garnered by our Center (over \$2.4 million in 2012-13, see Table 1.1). Also of national impact is the large publication output of CLAS faculty, including 38 book titles and hundreds of scholarly journal articles since 2008-09 (Appendix C). The 107 international linkage agreements provide an indicator of the impact CLAS has beyond the U.S.

The impact of our programs on the national supply of LAS specialists is evident by the large number of students completing theses and dissertations on LAS themes, 77 in 2012-13.

Recent UF PhD recipients are now teaching at American University, Flagler College, New College of Florida, Valencia College, Virginia Tech, University of Arizona, University of Colorado, and University of Florida. A number of recent UF PhD

recipients hold teaching and/or research positions at universities abroad, including in Brazil, Bolivia, Peru, Ecuador, Tanzania, and South Korea. Table 9.2 provides data on the employment of CLAS graduates. For Master's and doctoral graduates for whom data is available, 41% took

Table 9.2. Placements of Center Graduates¹, 2009 - 2013

	BA/S	MA/S	PhD	FLAS	Totals
Higher Education ²		11	10	3	24
K-12 Education	3	3			6
Pursuing Graduate Education	18	29	4	9	60
Private Sector	12	15		4	31
US Government ²		4	4	3	11
Foreign Government		1			1
US Nonprofit ²	3	13	4	2	22
International Nonprofit		10	4	1	15
Unknown	23	32	11	1	67
Totals:	59	118	37	23	237

¹ LAS undergraduate minor, undergraduate certificate, graduate certificate, TCD certificate, MALAS degree, or MDP degree

²Includes placements both domestic and abroad

jobs in the private or nonprofit sector, 30% in education or the public sector, and 29% continued their education.

With a total of 195 outreach events and 105,104 participants in 2012-13, CLAS has a significant impact on the community, region, and nation (Table 7.1). In 2012-13 over 2,000 K-12 teachers and students were directly impacted through CLAS' outreach programs. Finally, the Latin American and Caribbean Collection supplies some 4,000 LAC items annually to outside scholars through inter-library loan and our annual conferences and lecture series draw hundreds of participants from across the United States and internationally.

9B. *Equal Access and Treatment of Students:* UF maintains a host of programs and units on campus that address the General Education Provision Act (GEPA) and provides wrap-around support services such as educational opportunities, recruitment, outreach activities and engagement for students of underrepresented groups. They include: (1) Office of Academic Support (2) Florida Opportunity Scholars Program focusing on first generation student support (3) Multicultural and Diversity Affairs with its 5 focus areas (Institute of Black Culture; Institute of Hispanic-Latino Cultures; Lesbian, Gay, Bisexual, and Transgender Affairs; Asian Pacific Islander American Affairs; and Intercultural Engagement) (4) University Minority Mentor Program (5) Graduate School's Office of Minority Graduate Programs (6) Office for Diversity & Health Equity in UF's College of Medicine (7) Disability Resource Center (8) Veterans Success Center, among others. UF is a national leader in the graduation of minority students. According to analysis of 2011-12 IPEDS data, among the 60-some members of the AAU, UF ranked first in the number of both Blacks and Hispanics completing their degrees within the expected timeframe, and second in the number of women graduating within the expected timeframe. In order to improve access for students from Latin American countries, CLAS awards an average of

8 book scholarships each year, which, in accordance with Florida Statute 1009.21, provides the student with both a small monetary stipend as well as eligibility for in-state tuition rates. CLAS' graduate students reflect our successful diversity recruitment initiatives with high enrollments of students from underrepresented groups, including 45% Hispanic/Latino(a)s, 11% Blacks/African Americans, and 67% women.

9C. *Evaluation Plan:* The goals of the evaluation program are to (1) improve design, delivery, and management of CLAS initiatives; (2) document the impact and context of those initiatives; (3) provide evaluation data in a transparent format and; (4) interpret effectiveness of CLAS programs in meeting Title VI legislation purposes. Evaluation activities will be organized by Rajeeb Das (Appendix C), Senior Program Evaluator and Assessment Specialist in the UF Office of Institutional Planning and Research (OIPR). Das began advising each UF NRC in the collection, analysis, and interpretation of results for activities during the last grant cycle and has adopted an expanded role in preparation for this Title VI grant application. The UF OIPR is providing in-kind funds for the evaluation specialist to maintain independence while collaborating with UF's NRCs to guide selection of program evaluation strategies, develop data collection instruments, analyze data, interpret findings, and share results with stakeholder audiences. Das has a background in data management, quantitative and qualitative evaluation, and statistics.

UF's NRCs are an integral part of the comprehensive Quality Enhancement Plan (QEP) for internationalization, whose activities and training programs are planned to have a significant impact on the university, community, region, and the nation. The QEP will incorporate new strategies for learning abroad, curricular enhancement, engagement outside of the classroom, events with international focus, and medallions awarded upon graduation for pursuing approved

international activities. Within this context, a comprehensive evaluation strategy has been developed across all UF's NRCs.

UF administers the Student Experience in the Research University (SERU) undergraduate survey every other year, which contains items on global educational experiences and global engagement. It is a multipurpose evaluation instrument and can be linked to students enrolled in CLAS supported courses and programs. SERU data provides qualitative contextual information for NRC activities and will be used for the first time in this grant cycle to examine longitudinal trends. Other multipurpose data will be used across NRCs for evaluation such as QEP data, course enrollments, and course evaluations (evaluations can also be linked to the SERU). The QEP, SERU, enrollments, and evaluations provide assessment of overall quality, perceived relevance to career goals, and stimulation of interest in CLAS supported courses and programs. This information is contextual and critical for assessing the expected transferability of outcomes to workforce environments and further graduate studies.

A common framework for evaluation across Title VI Centers makes sense for collection of data for similar initiatives, reporting comparable metrics, gaining efficiency from reusing data collection instruments, and producing comparable reports (Table 9.3). For example, a common survey instrument can be used for multiple lecture series and can be designed to (a) provide service context (background of attendees); (b) quantitative satisfaction measures of logistics and content; and (c) allow open-ended evaluation by respondents. The latter has proved particularly useful in guiding future specific learning measures and incorporating them into the next lecture series. The UF NRCs will meet biweekly to conduct evaluation and to share findings and best practices. Table 9.3 shows how Title VI activities will be evaluated across UF NRCs and the

annual frequency of evaluation. Each NRC's performance measures embeds appropriate evaluation activities to provide supporting evidence to document impact (Appendix D).

Also, improved alumni tracking was implemented in the last grant cycle and continues for documenting long-term Title VI program impacts and to respond to the enhanced Impact and

Table 9.3 Evaluation Activities Summary					
Data Collection and Analysis Plan		Evaluation Method		Addresses NRC Project Goals ^{1,2,3,4}	
Evaluation frequency per year		s=survey, x=other method			
Activity to Evaluate (PMF activities are collapsed into the following categories to provide an overview)		Primary Data	Secondary Data		
<i>Outreach Programs</i>					
Public outreach events (e.g., film festivals)		2	s, x	x	4
Teacher training institute		1	s, x	x	3
CoE collaboration for pre-service teachers		1	s, x	x	3
K-12 engagement (school visits/museum trips)		1	s	x	3
Partnerships with MSIs, HBCUs, community colleges		1	s, x	x	1, 2, 4
<i>Quality Curriculum and Instructional Program</i>					
Conferences/seminars/lecture series		1	s		1,2,4
Course development grants		1	s		1,2
Faculty travel/professional development		1	s		1,2
Library collection usage (local & interlibrary loans)		1		x	1,2,4
Interdisciplinary working groups		1	x		1,2
International linkages (e.g., research collaborations)		1	x		1,2
Post-graduation survey (includes job placement)		1	s		1,2
FLAS, current students		1	s, x		2
New study abroad opportunities - pre/post survey and SERU		1	s, x	x	2
Online presence (websites, newsletters, social media)		1	x, s	x	1,2,3,4

¹Goal 1: Strengthen research collaborations across disciplines

²Goal 2: Increase area studies and language competencies of students, especially from underrepresented groups

³Goal 3: Strengthen K-12 education through LAS-enhanced teacher education courses & longer in-service trainings

⁴Goal 4: Expand LAS outreach to MSIs & community colleges, business, media, and the general public

Evaluation selection criteria. Alumni records will be updated annually. Results from impact evaluation will inform performance measures and activities as part of a feedback loop to allow dynamic programmatic improvements. These improvements will occur annually as part of deliberate and reasoned changes in the university-wide process of updating student learning outcomes, degree program goals, and the QEP. In addition, faculty retreats, meetings, and cross-NRC forums annually review evaluation outputs and outcomes in relation to short and long term

impacts. These reviews and transparent sharing of data allow for programmed activities to be adjusted annually during the grant cycle to improve delivery of Title VI-supported programs.

Finally, external reviews will continue to be an important component of the CLAS evaluation process. The next external review will take place during the spring of Year 3 of the grant period (2016-17). The reviewers will include an area and/or language studies specialist and a Title VI-experienced administrative specialist. With preparation of the Title VI proposal itself constituting a major program review, and with this external review in Year 3 (Budget E.8.a), we are assured a comprehensive CLAS program review approximately every two years.

Use of Recent Evaluations: During the previous cycle, in addition to ongoing evaluation, we commissioned two external evaluations: an evaluation of the UF in Rio Language and Culture Program (2011), and a comprehensive review of the Center's academic, language instructional, and outreach programs (2013). These external evaluations prompted a number of changes. In response to the 2011 evaluation of the UF in Rio program, we implemented improvements to the pre-departure preparation process for students, tailored grammar topics to the students' needs, and increased the percentage of class time devoted to student speaking and writing. As a result of the 2013 external review, the UF administration supported the hiring of two tenure-track faculty in Spanish and Portuguese Studies (one in Latin American literature and another in Spanish linguistics). In addition, the Center was authorized to conduct three senior hires in the social sciences with a focus on Latin American Development. Also, the Center-based faculty and the Faculty Advisory Council approved a number of changes to the MA in Latin American Studies program recommended by the external reviewers, including the incorporation of a non-thesis option (Criterion 2). Finally, the external review report was distributed to all Center-based and

affiliate faculty prior to the spring 2013 retreat and shaped the discussion of hiring priorities and strategic initiatives to be included in our Title VI proposal.

9D. *FLAS Impact:* FLAS academic year (AY) and summer fellowships have had a major impact on the qualifications of UF MA and PhD graduates who become area studies specialists with advanced bi- and tri-lingual language capabilities. Table 9.2 details the employment destinations of FLAS AY fellowship recipients in Portuguese and Haitian Creole during the past five years. Of the 23 fellowship recipients for whom we have placement data, two FLAS recipients are working with the US government (US State Department and US Citizen and Immigration Services) in LAS-related roles, two Portuguese FLAS recipients were awarded Fulbright Research Fellowships in Brazil, and two Haitian Creole FLAS recipients are living and working in Haiti (one as an Epidemiologist with the CDC and one as the Director of Cultural Affairs with the Haitian-American Institute). Of those working in the private/non-profit sectors, one owns a fair trade store featuring items from Latin American artisans and one works as an immigration paralegal for the Latin American Association in Atlanta. Additionally, nine are pursuing graduate education and one is an Assistant Professor of International Studies at New College of Florida.

9E. *Addressing National Needs and Disseminating Information:* The U.S. Departments of Agriculture, Commerce, Health and Human Services, Housing and Urban Development, Labor, and Treasury have all identified national needs for Spanish and/or Portuguese proficiency or knowledge of the Western Hemisphere. UF has strong academic programs in place that train both undergraduate and graduate students in these areas of need. Likewise, CLAS has several of its own training and degree programs, such as MALAS, TCD, LBE and MDP that contribute to the national supply of specialists.

CLAS programs are successful in generating information for and disseminating information to the public. LAS faculty publish widely and frequently carry out interviews for regional, national and international media. We make a concerted effort to engage in outreach outside of the Gainesville area to reach constituents in other parts of the state and beyond. CLAS events are open to the public and our semi-annual newsletter is distributed to 1,500 alumni, students, faculty, donors, and collaborative partners. In this proposal, we will engage in efforts to increase access to K-12 curriculum materials and library holdings and to increase dissemination of information to the public through radio programming and our annual LABE report.

Table 9.2 provides details on placement of 2009-13 graduates into post-graduate employment and education. For the Master's and PhD graduates for whom data is available (n=112), 79 are employed and 33 are pursuing post-graduate education. Information on CLAS's career advising and placement efforts is available in section 2B. In order to effectively maintain contact information and other pertinent data for FLAS and CLAS alumni, we will create a new, comprehensive relational database in year 1 that will facilitate more efficient use and analysis of data (Budget E.7.b).

9F. *FLAS Fellowships and National Needs:* CLAS awards FLAS fellowships in Quechua and Portuguese, Latin America's less commonly taught priority languages. In 2012-13, CLAS awarded 14 AY and summer FLAS fellowships. Of the total, 71% were awarded for priority languages (9 Portuguese and 1 Quechua), and 29% for non-priority languages (3 Haitian Creole and 1 Quichua). Table 9-2 provides placement information for the 2009-13 AY FLAS fellows.

Criterion 10: FLAS Selection Procedures

CLAS award procedures are highly competitive. Recently, there have been approximately three times more qualified graduate FLAS applicants than available fellowships.

FLAS Advertisement: AY FLAS advertisement begins each fall semester and continues until applications are due the following February. Summer FLAS advertisement starts in December and continues until early March when applications are due. The fellowships are advertised through the Center's website, social media platforms, e-mail lists, newsletters, and informational brochures, and in university-wide publications and listservs. Center-based and affiliate faculty and undergraduate and graduate program directors in all colleges and professional schools are contacted and encouraged to publicize the competition in their classes and to circulate information in their departments. The brochure for CLAS's FLAS-approved Brazilian Portuguese Language summer program, disseminated nationally, includes information on Summer fellowships. Details are also distributed through the CLASP. These comprehensive promotional efforts reach members of under-represented minorities and students in the humanities, social sciences, natural sciences, and professional schools. During the past cycle, CLAS partnered with CIBER (business students), the LPA program (law students), the College of Agricultural and Life Sciences (environmental science students), the College of Public Health and Health Professions, and the College of Journalism and Communications, in a concerted effort to increase the number of quality applications from professional school students at the advanced level. Of the 48 FLAS recipients during the last four years, sixteen (33%) were from professional schools. Also, during the last cycle CLAS offered undergraduate FLAS fellowships for the first time. These were publicized alongside the graduate awards. In addition, CLAS worked closely with Portuguese and Haitian Creole faculty to nominate outstanding undergraduate candidates for FLAS fellowships.

FLAS Application and Selection Process: FLAS candidates submit an application form, academic transcripts, statement of purpose, and letters of recommendations directly to CLAS.

Two sub-committees of the CLAS Faculty Advisory Council (FAC) (Table 6-2), one for the AY fellowships and one for summer fellowships, evaluate the applications. The committees include language and area studies specialists, and one member from the professional schools. The CLAS director ensures that members of the selection committees are diverse, representing different disciplines, genders, and ethnic/racial groups. The same committees that evaluate graduate FLAS applications also evaluate undergraduate applications.

In evaluating applications, the committee considers the candidate's entire application package with particular attention to the applicant's previous language training, relevant experience, field of study, and career intentions. Selection criteria include: (1) the importance of language study for the applicant's academic program and research plans, (2) the extent to which language training will support the applicant's career goals, especially those aligned to national needs, (3) the quality of the applicant's academic preparation, including previous language training, and (4) the applicant's disciplinary or professional school affiliation. In keeping with the goal of promoting diversity at UF, when a selection must be made between equally qualified candidates, those from historically underrepresented groups, students demonstrating financial need, (**FLAS Competitive Preference Priority 1**) and applicants from professional schools will be given priority. The summer selection committee uses these same selection criteria and gives preference in the following order: UF students participating in the Center's FLAS-approved Rio Language and Culture program, UF students participating in FLAS-approved language programs at other institutions, and non-UF students participating in the Center's Rio program. The same non-discriminatory policy which governs CLAS admissions processes is applied to FLAS selection. Academic year awards may be renewed for a second year, contingent on satisfactory academic progress and enhanced language proficiency. The CLAS selection committees meet in

mid-February and mid-March and announce fellowship results as soon as possible. AY FLAS award announcements are made early in order to recruit top students to UF and to provide those not selected time to make alternate plans.

FLAS Fellowship Request: CLAS requests five AY graduate FLAS fellowships and two undergraduate fellowships for our highly successful Portuguese and Haitian Creole language programs. Additionally, CLAS requests five graduate and two undergraduate summer FLAS fellowships for Portuguese, Haitian Creole, and indigenous languages (See FLAS Budget).

Criterion 11: FLAS Competitive Preference Priorities

FLAS Competitive Preference Priority 1: During the upcoming grant cycle, once the pool of qualified FLAS candidates is established, the selection committee will work closely with UF's Office of Student Financial Affairs, using information from the applicants' FAFSA and UF Declaration of Need forms, to prioritize those applicants with financial need in the final rankings. FLAS recipients will be selected on the basis of financial need, merit (based on letters of recommendation, language skills assessments, GPA, and test scores), their projected course of study, the need to train specialists in their selected language and the importance of advanced language training to their stated goals, as discussed in their application.

FLAS Competitive Preference Priority 2: CLAS routinely awards AY FLAS fellowships in Portuguese, one of Latin America's less commonly taught priority languages. In 2012-13, CLAS awarded 7 AY FLAS fellowships. Of the total, 71% were awarded for priority languages (5 Portuguese), and 29% for non-priority languages (2 Haitian Creole). In the upcoming grant cycle, CLAS remains committed to awarding more than 25% of our AY FLAS fellowships to support undergraduate and graduate study of Portuguese.

Appendix A:

Budget Form ED 524 Section A and Detailed Budget



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

University of Florida, Center for Latin American Studies

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	57,500.00	57,575.00	55,697.00	57,368.00		228,140.00
2. Fringe Benefits	6,878.00	7,084.00	7,296.00	7,515.00		28,773.00
3. Travel	38,150.00	44,900.00	43,500.00	46,900.00		173,450.00
4. Equipment						
5. Supplies	5,013.00	4,413.00	4,413.00	4,413.00		18,252.00
6. Contractual						
7. Construction						
8. Other	123,941.00	117,510.00	120,575.00	115,285.00		477,311.00
9. Total Direct Costs (lines 1-8)	231,482.00	231,482.00	231,482.00	231,481.00		925,926.00
10. Indirect Costs*	18,519.00	18,519.00	18,519.00	18,519.00		74,074.00
11. Training Stipends	247,500.00	247,500.00	247,500.00	247,500.00		990,000.00
12. Total Costs (lines 9-11)	497,500.00	497,500.00	497,500.00	497,500.00		1,990,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? XX Yes ___ No
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2010 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ___ ED XX Other (please specify): Division of Cost Allocation and Liaison The Indirect Cost Rate is 51%

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or XX Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.0%

Name of Institution/Organization University of Florida, Center for Latin American Studies		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C – BUDGET NARRATIVE (see instructions)						

Absolute Priority (AP)
Competitive Preference Priority (CPP)
Invitational Priority (IP)

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
National Resource Center (NRC) Budget					
A. Personnel					
1. Language Instruction					
a. Elementary Haitian Creole Instructors					
i) 2 semesters: 50% time/100% salary, to be hired	15,000	15,450	15,914	16,391	62,754
ii) 2 semesters: 50% time/50% salary, to be hired	7,500	7,725	7,957	8,195	31,377
to allow tenure-track Haitian Creole faculty member to teach intermediate and advanced courses in Haitian Creole and to develop new area studies and linguistics courses. Cost shared by UF Languages, Literatures & Cultures Department.					
b. Portuguese Instructor					
2 semesters: 50% time/100% salary, to be hired	15,000	15,450	15,914	16,391	62,754
Instructor for Portuguese for specific purposes (STEM fields and professional schools). Cost shared by UF Spanish and Portuguese Dept					
Subtotal, Language Instruction	37,500	38,625	39,784	40,977	156,886
2. Area and Other Instruction					
a. Summer Field Research Program in Costa Rica					
Partial faculty summer salary for years 1 & 2 for Tropical Conservation & Sustainable Development: Law, Policy, and Professional Practice program in collaboration with law school					
	5,000	3,500			8,500
Subtotal, Area Instruction	5,000	3,500	0	0	8,500
3. Outreach					
a. Outreach Assistant					
2 semesters: 33% time/43% salary, to be hired Assist Outreach Coordinator with lending library and coordination of K-12 outreach activities; cost shared by UF VP for Research and UF Provost's Office.					
	7,500	7,725	7,957	8,195	31,377
Subtotal, Outreach Personnel	7,500	7,725	7,957	8,195	31,377

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
4. Library					
a. Latin American Library Assistant 2 semesters: 33% time/43% salary, to be hired Assist LA Collection librarians with digitization projects and assist with other Collection initiatives; cost shared by UF VP for Research and UF Provost's Office.	7,500	7,725	7,957	8,195	31,377
Subtotal, Library Personnel	7,500	7,725	7,957	8,195	31,377
Total Personnel Request	57,500	57,575	55,697	57,368	228,140
B. Fringe Benefits					
1. Language Instruction					
a. Elementary Haitian Creole Instructors					
i) Rate: 13.1% of salary	1,965	2,024	2,085	2,147	8,221
ii) Rate: 13.1% of salary	983	1,012	1,042	1,074	4,110
b. Portuguese Instructor Rate: 13.1% of salary	1,965	2,024	2,085	2,147	8,221
2. Area and Other Instruction					
a. Study Abroad Programs no fringe - salary is flat-rate as per UF policies					
3. Outreach					
a. Outreach Assistant Rate: 13.1% of salary	983	1,012	1,042	1,074	4,110
4. Library					
a. Library Assistant Rate: 13.1% of salary	983	1,012	1,042	1,074	4,110
Total Fringe Benefits Request	6,878	7,084	7,296	7,515	28,773
C. Travel					
1. Domestic Travel					
a. LRC and LCTL Collaboration					

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
1-2 trips/year @ \$1,000 each for faculty and center staff to travel to LRC workshops to participate in LCTL initiatives in proficiency testing, online teaching, and instructional material development.	1,000	1,000	2,000	1,000	5,000
b. LCTL Workshop at IU Co-sponsorship of LCTL workshop to be held at IU in years 1 & 3. Funds will be used to sponsor participant travel.	1,500		1,500		3,000
c. NRC Haitian Creole Technology Workshop 1 trip @ \$1000 each in Years 1 & 3 for UF Haitian Creole instructor to attend FIU's workshop	1,000		1,000		2,000
d. LAS Librarian Travel 2 trips/year @ \$750 each for LA Collection librarians for travel to U.S.-based conferences, meetings, and book fairs for professional linkage and collection development; locations vary by year.	1,500	1,500	1,500	1,500	6,000
e. Outreach Travel 10 trips/year @ \$750 each for outreach coordinator, faculty, and other UF specialists to present on LAS outreach at state and national conferences and to deliver teacher training workshops within FL; locations vary by year.	7,500	7,500	7,500	7,500	30,000
f. Faculty Professional Development Travel 5-8 travel awards/year @ \$800 each for UF faculty (see App. B) for LAC linkages, professional conferences, and online course development activities that support CLAS goals and objectives.	4,000	4,000	6,400	4,800	19,200
g. Nine University and College International Studies Consortium of Georgia - Infusing Area Studies in Community College Courses 1 trip/year (airfare, hotel, food) in years 2-4 for UF areas studies specialists to travel to GA community college consortia workshops. Each UF NRC will fund 1 trip/year for a total of 3 specialists/year, rotating world areas Year 2: Center for European Studies Year 3: Center for African Studies		750	750	750	2,250

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Year 4: Center for Latin American Studies					
h. Central Florida Community College Consortium - Infusing Area Studies in Community College Courses	250	250	250	250	1,000
1 trip/year (mileage, hotel, food) for UF areas studies specialists to travel to community college consortia workshops in Central Florida. Each UF NRC will fund 1 stipend/year for a total of 3 specialists/year, rotating world areas					
Year 1: Center for European Studies					
Year 2: Center for African Studies					
Year 3: Center for Latin American Studies					
Year 4: Global thematic topic					
i. K-12 Teacher Training in Palm Beach County					
Travel and lodging costs for 2 LA specialists to participate in the collaboration with Palm Beach County School District. 2 trips/year @ \$350	700	700	700	700	2,800
Subtotal, Domestic Travel	17,450	15,700	21,600	16,500	71,250
2. International Travel					
a. International Linkage Travel					
6-7 trips/year @ \$1,200 each for LAS faculty to travel to LAC region for development of professional linkages and international agreements and for professional conferences/meetings.	7,200	7,200	8,400	8,400	31,200
b. LAS Librarian Travel					
2 trips/year @ \$1,500 each for UF LAS Collection librarians to attend conferences, meetings, and book fairs for professional linkage and LAC collection development; locations vary by year.	3,000	3,000	3,000	3,000	12,000
c. Cuba Linkage Travel					
4-5 trips/year @ \$1500 each for UF faculty to travel to Cuba and Cuban scholars to travel to UF to develop the new "Cuban Ecological & Historical Conservation" working group.	7,500	6,000	7,500	6,000	27,000
d. Law & Policy Conference					

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
2 trips/year @ \$1,500 for UF faculty and Latin American-based scholars to attend the annual Law and Policy in the Americas Annual Conference in collaboration with UF College of Law.	3,000	3,000	3,000	3,000	12,000
e. US-Brazil Engineering Education Support the new UF-USP linkage to fund a pair of workshops at each university. Travel costs for 4 USP faculty to attend a workshop in Gainesville @ \$2000 each in Year 2 and costs for UF faculty to attend a workshop in Brazil in Year 4.		8,000	0	8,000	16,000
f. K-12 Summer Teacher Training Institute Travel and lodging costs for 1 UF LAS specialist to attend Summer Teacher Institute on LA environmental issues in a Latin American country in years 2 and 4.		2,000		2,000	4,000
Subtotal, International Travel	20,700	29,200	21,900	30,400	102,200
Total Travel Request	38,150	44,900	43,500	46,900	173,450
D. Supplies					
1. Outreach					
a. Outreach Postage and Supplies Postage to send traveling suitcases to K-12 teachers and supplies for dissemination of outreach materials (DVDs, labels, paper, photocopies etc.)	1,000	1,000	1,000	1,000	4,000
b. LA Outreach Materials New resources and materials for Outreach Lending Library partnership with Tulane University for K-12 and post-secondary audiences (+\$600 conversion costs in Year 1)	4,013	3,413	3,413	3,413	14,252
Subtotal, Outreach--Supplies	5,013	4,413	4,413	4,413	18,252
Total Supplies Request	5,013	4,413	4,413	4,413	18,252
E. Other					
1. K-12 Outreach					

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
a. K-12 Teacher Training Workshop and Webinar Speakers					
i.) 4 stipends and/or professional service fees/year of \$250-\$500 each for speakers at K-12 Teacher Training Workshops and College of Education pre-service workshops. Speakers come from CLAS faculty (see App. B) or external sources--topics and locations vary.	1,500	1,500	1,500	1,500	6,000
ii.) Webinar Series Speaker stipends, in collaboration with FIU and Vanderbilt University	1,000	1,000	1,000	1,000	4,000
b. Bus fees and Class Visits for K-12					
Funds to support the cost of buses and class visits for K-12 students and teachers to visit LA exhibits at the Florida Museum of Natural History and UF Harn Museum of Art.	1,500	500	500	500	3,000
Year 1: Trips to museums for Panama exhibits Years 2, 3, & 4: Class visits by specialist on Latin American social issues					
c. CLASP Outreach Collaborations					
A network of NRCs will send K-16 educators to summer workshops organized by LAS centers nationally, promote LA content at educator conferences by co-sponsoring exhibit booths and organizing presentations, and partner on other outreach activities; \$2,500/year.	2,500	2,500	2,500	2,500	10,000
d. Americas Award					
Support for costs associated with Americas Award for Children's Literature sponsored by the Consortium for Latin American Studies Programs (CLASP).	500	500	500	500	2,000
e. K-12 Summer Teacher Training Institute					
Funds to support logistics for biennial institute, including provider/speaker fees (\$500), promotional materials (\$500), and teacher stipends (10 @ \$600 each) in Years 2 & 4		7,000		7,000	14,000
f. NOBLE Initiatives					
Funds to put on workshops and webinars for K-16 educators to integrate foreign language & culture into curriculum	4,000	3,000	4,000	3,000	14,000
g. Gainesville Globally Connected					

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Funds to support program logistics for annual Global Education Conference in partnership with other UF NRCs, local nonprofits, and UF College of Ed	1,000	1,000	1,000	1,000	4,000
Subtotal, K-12 Outreach--Other	12,000	17,000	11,000	17,000	57,000
2. Post-Secondary Outreach					
a. Museum Nights Speakers Programming costs of \$750/year (venue rental, publicity, and professional service fees) for Latin American activities at Harn Museum of Art's Museum Nights Program for post-secondary and general public audiences.	750	750	750	750	3,000
b. Portuguese Language Journal Professional service fee of \$250/year for editor of Portuguese Language Journal. Cost-shared with University of New Mexico.	250	250	250	250	1,000
c. Annual LAS Conference Topics: 2014-15: Envisioning a Sustainable Tropics 2015-16: Crimescapes in Latin America 2016-17& 2017-18: to be determined					
i.) Venue rental (\$3,000), professional service fees (\$3,000), and publicity (\$2000, printing and graphic design) for annual LAC conference; \$8000/year.	8,000	8,000	8,000	8,000	32,000
ii.) Participant travel - domestic: 7-9 trips/year @ \$800 each for U.S.-based LAS scholars to travel to UF to participate as keynote speakers and panel presenters at annual conference.	6,000	6,000	6,000	6,000	24,000
iii.) Participant travel - international: 5 trips/year @ \$1,500 each for foreign-based scholars to travel to UF to participate as keynote speakers and panel presenters at annual conference.	7,500	7,500	7,500	7,500	30,000
d. Nine University and College International Studies Consortium of Georgia - Infusing Area Studies in Community College Courses \$500 stipend/year for UF area studies specialists to travel to community college consortia workshops in GA. Each UF NRC will fund 1 stipend/year for a total of 3 specialists/year, rotating world areas Year 2: Center for European Studies		500	500	500	1,500

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Year 3: Center for African Studies					
Year 4: Center for Latin American Studies					
e. Central Florida Community College Consortium - Infusing Area Studies in Community College Courses	500	500	500	500	2,000
\$500 stipend/year for UF area studies specialists to travel to community college consortia workshops in Central Florida. Each UF NRC will fund 1 stipend/year for a total of 3 specialists/year, rotating world areas					
Year 1: Center for European Studies					
Year 2: Center for African Studies					
Year 3: Center for Latin American Studies					
Year 4: Global thematic topic					
f. Brazilian Music Summer Institute					
Professional service fees of \$2,000/year for Brazilian musicians to participate in Brazilian Music Summer Institute--cost shared with UF College of Fine Arts. Years 1 & 3 in Broward County. Years 2 & 4 in Gainesville	2,500	2,000	2,500	2,000	9,000
g. Guest Development Practitioners					
i.) Professional service fee of \$750/year in years 1-4 for guest development practitioners based in LA to visit MDP, TCD, and LAS programs to lecture and meet with students for one week; in collaboration with UF Center for African Studies.	750	750	750	750	3,000
ii.) 1 trip/year in years 1-4 @ \$2,000 for a development practitioner based in LA to lecture and meet with MDP, TCD, and LAS students in collaboration with UF Center for African Studies.	2,000	2,000	2,000	2,000	8,000
h. Guest Speaker Program					
i.) 2 trips/year @ \$2,000 for a guest speaker from LA to lecture at UF on LAS topic.	4,000	4,000	4,000	4,000	16,000
ii.) Professional services fees of 2@ \$500/year for guest speakers from LA to lecture on LAS topics.	1,000	1,000	1,000	1,000	4,000
i. Latin American Career Workshop					
3 trips @ \$1000 each in years 1 & 3 for 3 U.S. government agency officials or private sector professionals to participate on panel for careers for LAC area specialists	3,000	0	3,000	0	6,000

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
j. HBCUs Collaboration: Professional Development Support for Bethune-Cookman University (BCU) faculty professional development in Years 1 & 3	2,500		2,500		5,000
k. HBCUs Collaboration: Mentorship & Course Development Years 2 & 4: 2 stipends/professional service fees @ \$1500 each for BCU and UF faculty to collaborate on LAS course development at BCU		3,000		3,000	6,000
Subtotal, Post-Secondary Outreach-Other	38,750	36,250	39,250	36,250	150,500
3. General Public, Media and Business Outreach					
a. General Public Outreach: LA Film Series					
i.) Professional service fee \$1,500/year for guest film director to introduce films at screenings to be held in Gainesville for annual LA film series.	1,500	1,500	1,500	1,500	6,000
ii.) 1 trip/year @ \$2,500 for LA film director to travel to UF for annual film series screening.	2,500	2,500	2,500	2,500	10,000
b. Community Artistic Performances Professional service fee of \$250/year for artistic performances at Gainesville Art Walk and other community events.	250	250	250	250	1,000
c. General Outreach Publicity Advertisement costs of ~\$3,000 - \$6000/year for CLAS outreach activities and programs, such as printing and graphic design costs for event flyers, posters, and newsletters. Cost-shared with other CLAS funds.	5,941	3,510	6,075	6,285	21,811
d. Media Outreach: <i>Noticias</i> Spanish language segments (\$250 each x 2 per semester) on Latin American issues through UF public radio station	1,000	1,000	1,000	1,000	4,000
e. Guest Artist/Artisan Program					
i.) Professional service fee of \$500/year for guest artisans to speak at UF.	500	500	500	500	2,000
ii.) 1 trip/year @ \$1500 each for guest artists and artisans to travel to UF for exhibit and lecture.	1,500	1,500	1,500	1,500	6,000
f. Faculty Focus Art Exhibits					

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Installation costs of \$1,000/year for Latin American art exhibit and lecture by UF faculty member at Harn Museum of Art and other UF galleries. Costs include matting artwork and creating educational materials.	1,000	1,000	1,000	1,000	4,000
g. Business Outreach: LABE Report					
Printing costs (\$1500) and stipend (\$5000) for preparation and publication of the annual Latin American Business Environment Report (collaboration with UF business and law schools)	6,500	6,500	6,500	6,500	26,000
h. Business Outreach: LABE Symposium					
Logistical expenses (professional service fees, venue rental, publicity, etc) for Latin American Business Environment Symposium (collaboration with UF business school)	1,500		1,500		3,000
i. Business Outreach: Chamber of Commerce Workshops					
Support for international business speakers at chambers of commerce in Florida		1,500		1,500	3,000
Subtotal, General Outreach--Other	22,191	19,760	22,325	22,535	86,811
4. Study Abroad					
a. Study Abroad Program Seed Funds					
Seed funds for partial summer salary and travel costs each year for faculty in first year of each new study abroad initiative	5,000	5,000	5,000	5,000	20,000
•Medical Service Learning, Costa Rica					
•UF Engineering in Brazil					
•Haitian Language & Culture, Haiti					
•Business in Brazil Internship Program					
Subtotal, Study Abroad--Other	5,000	5,000	5,000	5,000	20,000
5. Course Development					
a. New Course Development Grants					
i.) Stipends @ \$4000 each for development of two new LAS courses each year. Courses to be determined by faculty competition. Can be online courses, FLACs, or study abroad.	8,000	8,000	8,000	8,000	32,000

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
ii.) Stipend @ \$4000 split over Years 1 & 2 to develop (with CoE and SPS) an undergraduate foreign language methods course to be taught starting in Year 3	2,000	2,000			4,000
b. Course Enhancement Grants					
i.) Stipend for enhancing existing LAS courses through a "global classroom" approach. 1 course/year @ \$2500. Courses to be determined by faculty competition.	2,500	2,500	2,500	2,500	10,000
ii.) Stipend for integrating LAS module into CoE's "Teaching Social Studies with Technology" course in Year 1	1,500				1,500
iii.) Stipend to enhance CoE's "International and Comparative Education" course in Year 3.			1,500		1,500
c. Global Social Studies Course Development \$8000 from CLAS [\$6000/person x 4 specialists (1 from each of UF's 3 NRCs + 1 from College of Ed)/3 NRCs] over Years 1 & 2 for collaborative course development between the 3 UF NRCs and UF College of Education. Course will be taught in College of Education to pre-service teachers starting in Year 3.	4,000	4,000			8,000
Subtotal, Course Development--Other	18,000	16,500	12,000	10,500	57,000
6. Working Groups					
a. Interdisciplinary Working Groups (IWG) Support for 4 interdisciplinary faculty and graduate student working groups over the 4 years @ \$5,000 each to pursue collaborative study of a LAS topic. Funds will support publication of working papers and travel & professional service fees for visiting speakers Year 1 & 2 : Envisioning a Sustainable Tropics; Crimescapes: Space, Law, and the Construction of (Il)legalities in the Americas Years 3 & 4: TBD	5,000	5,000	5,000	5,000	20,000
Subtotal, Working Groups--Other	5,000	5,000	5,000	5,000	20,000
7. Library Access					
a. Digitalization of LA Library Materials					

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Support for scanning and digitization of materials held at LA Library Collection @ \$10,000/year to improve access to holdings.	10,000	10,000	12,000	11,000	43,000
b. LAS Library Travel Grants 8 travel grants/year @ \$1,000 each for US scholars to travel to LAS Library Collection for research and course development.	8,000	8,000	8,000	8,000	32,000
Subtotal, Library Access--Other	18,000	18,000	20,000	19,000	75,000
8. Evaluation					
a. External Evaluator					
i.) Professional service fees of 2 @ \$1,500 for NRC external evaluators in Year 3.			3,000		3,000
ii.) 2 trips @ \$1,500 each for external evaluators for Center evaluation in Year 3.			3,000		3,000
b. FLAS & CLAS Alumni Database One-time cost to establish comprehensive relational database for alumni information. Cost-shared with CLAS	5,000				5,000
Subtotal, Evaluation--Other	5,000	0	6,000	0	11,000
Total Other Request	123,941	117,510	120,575	115,285	477,311
Subtotal CLAS NRC Request	231,482	231,482	231,482	231,481	925,926
Indirect Costs @ 8% of Subtotal	18,519	18,519	18,519	18,519	74,074
Total FC/LAS NRC Request	250,000	250,000	250,000	250,000	1,000,000

UF Center for Latin American Budget Detail

ITEM	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
UF Foreign Language and Area Studies (FLAS) Budget					
A. Academic Year Fellowships					
1. Graduate Institutional Payment 5 @ \$18,000/year	90,000	90,000	90,000	90,000	360,000
2. Graduate Subsistence Allowance 5 @ \$15,000/year	75,000	75,000	75,000	75,000	300,000
3. Undergraduate Institutional Payment 2 @ \$10,000/year	20,000	20,000	20,000	20,000	80,000
4. Undergraduate Subsistence Allowance 2 @ \$5,000/year	10,000	10,000	10,000	10,000	40,000
AY Subtotal	195,000	195,000	195,000	195,000	780,000
B. Summer Fellowships					
1. Graduate Institutional Payment 5 @ \$5,000/year	25,000	25,000	25,000	25,000	100,000
2. Graduate Subsistence Allowance 5 @ \$2,500/year	12,500	12,500	12,500	12,500	50,000
3. Undergraduate Institutional Payment 2 @ \$5,000/year	10,000	10,000	10,000	10,000	40,000
4. Undergraduate Subsistence Allowance 2 @ \$2,500/year	5,000	5,000	5,000	5,000	20,000
Summer Subtotal	52,500	52,500	52,500	52,500	210,000
Total FLAS Request	247,500	247,500	247,500	247,500	990,000

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Business Administration, Warrington College of

Advertising.....	B01
Business Administration	B15
Finance.....	B18
Marketing.....	B39

Design, Construction & Planning, College of

Architecture.....	B11
Building Construction	B15
Urban & Regional Planning	B55

Education, College of

Education	B16
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Engineering, College of

Computer & Information Science and Engineering	B15
Industrial & Systems Engineering	B29

Fine Arts, College of

Art & Art History.....	B12
Music	B40
Theatre & Dance	B54

Food and Agricultural Sciences, Institute of

Agricultural Education and Communication.....	B02
Agriculture	B03
Agronomy	B03
Entomology & Nematology	B18
Family, Youth & Community Sciences	B18
Food & Resource Economics.....	B19
Forest Resources & Conservation.....	B20
Soil & Water Science.....	B48
Wildlife Ecology & Conservation.....	B56
Veterinary Medicine	B55

Health and Human Performance, College of

Health Education & Behavior	B24
Tourism, Recreation & Sport Management	B54

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Honors Program

Honors.....	B28
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Journalism and Communications, College of

Mass Communication	B39
Public Relations	B45

Latin American Studies, Center for

Latin American Studies.....	B29
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Law, Levin College of

Law	B36
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Liberal Arts and Sciences, College of

African American Studies	B01
African Studies.....	B02
Anthropology	B04
Biological Sciences	B13
Botany.....	B14
Economics.....	B15
English	B17
Geography.....	B21
Geology.....	B23
History	B24
Interdisciplinary Studies	B29
Languages, Literatures & Cultures	B29
Haitian Creole.....	B23
Linguistics.....	B39
Political Science.....	B41
Portuguese.....	B43
Religion.....	B46
Sociology & Criminology.....	B47
Spanish.....	B48
Women's Studies	B58

Nursing, College of

Nursing.....	B40
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Public Health and Health Professions, College of

Public Health.....	B45
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Appendix B

UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
Advertising										
ADV 4400	International Advertising Global competition and worldwide markets; technological revolutions; and branding products and services under different cultural, regulatory, and competitive conditions. 25% LAC case studies.	Morton	25%	F, S, Su	3	124		X	X	
Subtotal						124				
African American Studies										
AFA 3030	Pan Africanism This course will trace the intellectual genealogy of Pan-African thought into the 20th century, focusing heavily on Pan-Africanism in the United States, England, Africa, and the Caribbean and briefly touch on Pan-Africanism in Latin America and Asia.	Dunnivant	25%	F				X		
AFA 3240	The African Diaspora Overview of transnational fields of cultural contact, power, and competing economic interests in which the African Diaspora developed.	Harrison	25%	S	3	1		X	X	
AFA 3332	Black Feminist & Womanist Theory Includes material on Caribbean and Afro-Latin American feminisms	Harrison	25%	S	3				X	
AFA 3930	African American Religion An interdisciplinary study of African-American religious experience from its beginnings in the 17th century to the present.	Simmons	25%	S	3	2		X		
AFA 3930	Black Englishes Examines the structure and socio-history of Englishes spoken by blacks in Africa and the Americas. Cross-listed as LIN 4930, SSA 4930.	Essegbey	50%	F	3	4			X	
AFA 3930	Caribbean 19-20th Century A mainly social history of the modern Caribbean: slave emancipation and decolonization; race relations and black consciousness; labor, culture, and economic change. Cross-listed as LAH 4472.	Geggus	50%	S	3	2			X	
AFA 3930	Haitian Creole Linguistics Applies linguistic science to the Haitian Creole language. Includes discussion about West African, European, and Native American languages.	Hebblethwaite	100%	F	3	1			X	
AFA 3930	Haitian Culture and Society Develops an understanding of Haitian culture and society through lectures, discussions, film, and music. Cross-listed as HAT 3564.	Hebblethwaite	100%	S	3	3		X		
AFA 3930	Intermediate Haitian Creole Develops proficiency in speaking, reading, writing, and listening in Haitian Creole. Examines aspects of Haitian culture, society, and Haitian songs. Cross-listed as HAI 2200.	Hebblethwaite	100%	F	3	1		X	X	
AFA 3930	Introduction to Haitian Vodou Explores the structure, content, language, history, rituals, practices, beliefs, origins, temples, songs, rhythms, art, mythology, literature, philosophy, and culture of Vodou in Haiti, the Americas, and Africa. Cross-listed as HAI 3930.	Hebblethwaite	100%	S	3	7			X	
AFA 3930	Caribbean Perspective An overview of the diverse histories, cultures, and societies that constitute the Caribbean region.	Harrison	75%	F	3	3				

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
Subtotal 24										
African Studies										
AFS 4935	Diasporas of Africa Addresses both the old and new African Diaspora(s), examining definition and relation to a homeland, consciousness of belonging, political activism, relations with the host society, and symbolic or physical return home. 25% LAC case studies. Cross-listed as AFS 6905, ANG 6930, ANT 4930.	Kane	25%	S	3	3		X		
AFS 4935	Children in Developing Countries Analyzes realities and debates concerning children's lives and welfare in developing countries with particular focus on Sub-Saharan Africa and Latin America. Cross-listed as LAS 4935.	Serra	50%	S	3	12			X	
AFS 6905	MDP Global Classroom Introduction to key topics in development, including climate change, agriculture, water, nutrition, primary health, education, energy, biodiversity, and ecosystems, program management, foreign aid, ethics, and global governance.	Serra, Schmink	50%	F	3		8		X	
AFS 6905	Diasporas of Africa Addresses both the old and new African Diaspora(s), examining definition and relation to a homeland, consciousness of belonging, political activism, relations with the host society, and symbolic or physical return to home. 25% LAC cases. Cross-listed as AFS 4935, ANG 6930, ANT 4930.	Kane	25%	S	3		3	X	X	
AFS 6905	Community Conservation Principles Individual work in African Studies.	Child	25%	S	3		1			
AFS 6905	Sustainable Development Practice Develops strong conceptual underpinnings necessary for understanding the multidisciplinary complexities of sustainable development. Cross-listed as LAS 6938.	Galloway	25%	S	3		5	X	X	
AFS 6905	Foundations for Economics of Sustainable Development Provides students with key analytical tools from economics for the study of sustainable economic development. Cross-listed as LAS 6938.	Deere	50%	S	3		6	X		
AFS 6905	MDP Conservation and Development Practicum Builds skills and competence in applied, professional work in sustainable development through a guided analysis of the summer practicum projects.	Barnes, Galloway, Rheingans	50%	F	3		5	X	X	
AFS 6905	MDP Development Administration Important concepts and tools related to Development Administration will be discussed, as will common problems and errors that affect the success and impact of development initiatives. Cross-listed as LAS 6938.	Galloway	50%	F	3		5	X	X	
Subtotal 15 33										
Agricultural Education and Communication										
AEC 4465	Global Leadership An integrated, practical and dynamic framework for students to develop global literacy and leadership competencies. 25% LAC case studies	Hartmann	25%	F, S	3	76		X	X	

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
AEE 3073	Intercultural Communication Communication behaviors are examined to identify basic differences among individuals from diverse cultural backgrounds. Includes material from anthropology and communication. 25% LAC case studies.	Hartmann	25%	F	3	79		X	X	
AEE 4905	Agriculture, Resources, People and the Environment: A Global Perspective The interdependence of agriculture, natural resources, people, cultures, and the environment in a global context. Includes material from anthropology and agricultural sciences. 25% LAC case studies.	Hartmann	25%	F	3	4			X	
AEE 5073	Agriculture, Resources, People and the Environment: A Global Perspective The interdependence of agriculture, natural resources, people, cultures, and the environment in a global context. Includes material from anthropology and agricultural sciences. 25% LAC case studies.	Hartmann	25%	F	3		1		X	
Subtotal						159	1			
Agriculture										
ALS 4404	Tropical Ecosystems in Costa Rica Provides hands on experience in Costa Rica on tropical ecosystems and environmentally based development. Students also learn about eco-tourism, cultural history, and food production industry. Cross-listed as ALS 5905.	Stein	100%	S	3	7		X	X	
ALS 4404	UF in Costa Rica - Earth University A study of carbon, climate, and livelihoods in tropical agro-forestry systems	Stein	100%	Su	3	4		X	X	
ALS 4404	International Studies Supervised study abroad.	Staff	100%	S,Su	Varies	34		X	X	
ALS 4905	CALS Ambassadors Brazil Study Abroad Enhances understanding of global agriculture, life sciences, natural resources, leadership, and Brazilian communities and issues.	Emerson	100%	S	2	7		X	X	
ALS 4905	Problems in Agriculture Individual study in agriculture.	Staff	25%	F,S,Su	Varies	30		X	X	
ALS 5905	Tropical Ecosystems in Costa Rica Provides hands on experience in Costa Rica on tropical ecosystems and environmentally based development. Students also learn about eco-tourism, cultural history, and food production industry. Cross-listed as ALS 4404.	Stein	100%	S	3		6	X	X	
ALS 5932	Environment and Reason Explores the relationship between environmental issues and their underlying causes. Deals with the scientific approaches to defining problems and how society perceives and reacts to them and searches for solutions. 25% LAC case studies.	Porzecanski	25%	S	3				X	
Subtotal						82	6			
Agronomy										
AGR 4231C	Forage Science and Range Management Describes the conditions and processes required for successful establishment, management, and utilization of forage crops in sustainable and environmentally sound production systems.	Sollenberger	25%					X		

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
AGR 4932	Global Agroecosystems The principles of agroecology and other topics that integrate ecological with agricultural principles to optimize resource conservation, productivity, societal benefit, and profitability. Cross-listed as AGR 6932.	Bennett, Hochmuth, Rowland	25%	F	3			X	X	
AGR 4932	Agronomy Topics Critical review of selected topics in specific agronomic areas	Sollenberger	25%	F	2	1			X	
AGR 5277C	Tropical Crop Production The ecology and production practices of selected crops grown in the tropics. 25% LAC case studies.	Staff	25%	F	3			X	X	
AGR 6233	Tropical Grass Ecosystems Importance of ecology, physiology, management, and utilization of planted grasslands in the tropics and subtropics.	Sollenberger	25%	F	3			X		
AGR 6932	Global Agroecosystems The principles of agroecology and other topics that integrate ecological with agricultural principles to optimize resource conservation, productivity, societal benefit, and profitability. Cross-listed as AGR 4932.	Bennett, Hochmuth, Rowland	25%	F	3			X	X	
PLS 2003C	Plants that Feed the World Introduction to 25 of humankind's most important food crop plants with emphasis on soil and climatic adaptations, major producers and consumers, nutritional attributes, processing needs and types of products. 25% LAC case studies.	Koenig	25%	F	3	31		X	X	
Subtotal 32										
Anthropology										
ANG 5126	Zoarchaeology Human use of animal resources, emphasizing prehistoric hunting and fishing practices. Origins of animal domestication.	DeFrance	25%	F	3		6	X	X	
ANG 5162	Maya Archaeoastronomy The archaeology and ethnohistory of Mayapan, the last Maya capital in Mexico, and the study of the interface between archaeological data and the historical records of the early colonial period.	Milbrath	100%	S	3		1		X	
ANG 5164	Inca and their Ancestors Evolution of the Inca empire traced archeologically through earlier Andean states and societies to the beginning of native civilization. Cross-listed as ANT 3164.	Moseley	100%	S	3		2	X		
ANG 5172	Historical Archeology Methods and theoretical foundations of historical archeology as it relates to the disciplines of anthropology, history, historic preservation, and conservation. 75% LAC case studies.	Deagan	75%	F	3				X	
ANG 5303	Women and Development Influence of development on women in rural and urban areas. Women's participation in the new opportunities of modernization. 25% LAC case studies.	Babb	25%	S	3		4			
ANG 5331	Peoples of the Andes The Spanish Conquest and shaping and persistence of colonial culture. Twentieth-century communities, their land tenure, religion, and value systems. Modernization, cultural pluralism, and problems of integration	Staff	100%	S	3				X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ANG 5336	Peoples of Brazil This course takes a fresh look at the peoples of Brazil by exploring the history, culture, and contemporary issues facing Latin America's richest and most populous nation and site of the 2101 Earth Summit, the 2014 FIFA World Cup, and the 2016 Olympiad. Cross-listed as LAS 4935, LAS 6938.	Resende	100%	F	3		3	X	X	
ANG 6115	Problems in Caribbean Prehistory Theories and methods for study of prehistoric human societies in the Caribbean.	Keegan	100%	F	3				X	
ANG 6120C	Environmental Archaeology Explores past human interactions with the natural world (plants, animals, and landscape), and the impact people had on the world around them. 50% LAC case studies.	Emery	50%	S	3				X	
ANG 6160	Problems in South American Archaeology Problems and issues raised by new research on cultural evolution in South America.	Moseley	100%	F	3				X	
ANG 6186	South American Archaeology Traces back in archaeological time through a rich succession of dynasties and polities, to primordial times when people first populated South America.	Moseley	100%	F	3				X	
ANG 6186	Archeology of the Body Various issues of contemporary anthropological theory tied to questions of the human body and "corporeality" and, particularly, questions of scale and perspective as they impinge on human social bodies. 25% LAC case studies.	Heckenberger	25%	F	3		7		X	
ANG 6186	Historic Material Culture Explains the mechanisms and consequences of encounter and exchange among Spaniards, American Indians and Africans in the American colonies, using archaeological data as a foundation. Includes material from archaeology and history. 25% LAC case studies.	Deagan	25%	S	3				X	
ANG 6186	Archeology of the Neotropics The discovery and exploration of the neotropics and the representations of it that have emerged among Western thinkers over the past few centuries, considering how these representations fit ethnographic realities.	Heckenberger	100%	F	3				X	
ANG 6186	Archeology of Maritime Adaptations Examination of issues pertaining to human maritime adaptations in archaeological, ethnohistoric and ethnographic contexts. 25% LAC case studies.	DeFrance	25%	S	3				X	
ANG 6186	Central American Zooarchaeology The study of faunal remains (bone and shell) from Central American archaeological contexts to understand human use of animals for both food and other purposes.	Emery	100%	S	3				X	
ANG 6224	Painted Books of Ancient Mexico Colonial period and Columbian Codices of Mexico, with emphasis on painted books recording history and calendars of Mixtecs, Aztecs, and Mayas.	Milbrath	100%	S	3				X	
ANG 6241	Ecology of Religion: Shamanism Focuses on the roles of shamans in indigenous cultures and their interaction with the natural world. Materials from anthropology and religion. 75% LAC case studies.	Oyuela-Caycedo	75%	S	3				X	
ANG 6453	Human Rights in Cross Cultural Perspective Examines social justice movements around the world are framing their issues in the language of human rights and drawing on the instruments of international and transnational human rights regimes.	Harrison	25%	F	3		13			

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ANG 6737	Medical Anthropology Theory of anthropology as applied to nursing, medicine, hospital organization, and the therapeutic environment. Instrument design and techniques of material collection. Materials from social and health sciences. 25% LAC case studies.	Gravlee	25%	F	3				X	
ANG 6930	Circum-Caribbean Archeology The relationship between prehistoric societies and the Caribbean Sea with focus on populations, interaction with Caribbean societies, subsistence variability, exchange networks, political organizations, and religion. Cross-listed as ANT 4930.	Oyuela-Caycedo	100%	F	3			X		
ANG 6930	Historical Ecology History, changes in settlement patterns of indigenous peoples, and the ecology of the Northwest and Upper Amazon, with a focus on the frontier regions of Colombia, Peru and Brazil.	Oyuela-Caycedo	100%	F	3				X	
ANG 6930	Indigenous Cosmologies Comparative study of religions among indigenous people of South, Central, and North America, based on indigenous views of cosmogony, cosmology, the relations between humans and spirits, and schatology. 75% LAC case studies. Cross-listed as ANT 4930, REL 4936, REL 5937.	Wright	75%	F	3				X	
ANG 6930	Health and Policy in Latin America and the Caribbean A critical analysis of current and emerging health issues in LAC, including epidemiology, policy, and strategies for meeting health challenges. Includes material from the health and social sciences. Cross-listed as LAS 6938.	Gravlee	100%	F	3				X	
ANG 6930	Priestly and Imperial Society Examines the roles of priests in ancient cultures and their relationship with the environment. 75% LAC case studies.	Oyuela-Caycedo	75%	S	3				X	
ANG 6930	Ecology of Religion: Empires The theoretical structure of imperialism and its variability in terms of its practice and meaning in relation to the environment. 75% LAC case studies.	Oyuela-Caycedo	75%	S	3				X	
ANG 6930	Race, Biology and Culture Examination of the concept of race from the perspective of both biological and cultural anthropology. Materials from anthropology and biology. 25% LAC case studies.	Gravlee	25%	F	3				X	
ANG 6930	Diasporas of Africa Addresses both the old and new African Diaspora(s), examining definition and relation to a homeland, consciousness of belonging, political activism, relations with the host society, and symbolic or physical return to home. 25% LAC case studies. Cross-listed as AFS 4935, AFS 6905, ANT 4930.	Staff	25%	S	3				X	
ANG 6930	Indigenous Peoples of the Amazon A survey course on indigenous peoples and histories of the humid tropics of lowland South America from prehistory to present day cultures.	Heckenberger	100%	S	3				X	
ANG 6930	Feminist Ethnography Issues in interdisciplinary qualitative research methodology through reading and discussing feminist ethnographies as well as critical assessments of feminist scholarship and methods. 50% LAC case studies.	Babb	50%	F	3		4			
ANG 6930	Racializing Difference Examines trends in anthropological study of the sociohistorical process of the making and remaking of "race." 25% LAC case studies.	Harrison	25%	F	3				X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ANG 6930	Gender and Change in the African Diaspora Examines the diaspora to the New World, including the Caribbean, from the perspective of gender. 25% LAC case studies.	Harrison	25%	F	3				X	
ANG 6930	Anthropology of the Media and the Public Sphere Examines the social and cultural practices of media production, circulation, and consumption. Cross-listed as ANT 4930.	Jusionyte	50%	F	3		5		X	
ANG 6930	Violence & Crime in Latin America An examination of the historical, social, political, cultural, and economic aspects of violence and crime in present-day Latin America, with an intention to determine what implications different forms of organized brutalities and illegalities have for the governance of the contemporary state. Cross-listed as ANT 4930, LAS 4935, LAS 6938.	Jusionyte	100%	F	3		3	X	X	
ANG 6930	Roads and Road Publics This course examines roads and road-building, and will weigh the distinctive features and shared traits of different kinds of roads with attention to how through them place, time, and space appear to coalesce. Cross-listed as ANT 4930.	Kernaghan	25%	S	3			X		
ANG 6930	War and Forgetting Through critical readings on the historical legacies of various armed conflicts in the Americas, this class asks how forgetting—understood as an active force—is integral to the ways former conflicts affect present and future social worlds. Cross-listed as ANT 4930.	Kernaghan	75%	F	3		6		X	
ANG 6930	Topographies of Law An examination of how law is expressed, senses, and practiced depending on the material setting.	Kernaghan	25%	S	3	13			X	
ANG 6930	Anthropology of Law An introduction to legal anthropology framing law as an eminently plural phenomena that operates unevenly across social domains. Cross-listed as ANT 4273.	Kernaghan	25%	F	3			X		
ANG 6930	Ethnography & Illicit Flows An exploration into how prohibition-infused phenomena, spaces, and times can be approached ethnographically. Cross-listed as ANT 4930.	Kernaghan	25%	F	3			X		
ANG 6930	Ancient Maya Animals Explores the world of the animals of the ancient (and modern) Maya through literature and data.	Emery	100%	F	1		3		X	
ANG 6930	Anthropology of Globalization Introduces students to the main debates in the field of studies of “globalization” and demonstrates the framework for anthropological questions within the problem-space of globalization.	Stoilkova	25%	S	3		6		X	
ANG 6930	Law and Order in Latin America Uses anthropological approaches to examine institutions, regimes and processes that define and maintain law and order in Latin America. Cross-listed as ANT 4930, LAS 4935, LAS 6938.	Jusionyte	100%	S	3		1		X	
ANG 6930	Race and Nation in Latin America Explores the various discourses surrounding race and ethnicity in Latin America tracing these from the colonial period to the contemporary context. Cross-listed as ANT 4930, LAS 4935, LAS 6938.	Resende	100%	S	3		2		X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ANG 6930	Shamanisms and Nature Religions Discusses shamanisms in the Amazon Rainforest and the Siberian Tundra. Includes topics of neo-shamanism, environmental movements, and shamans in non-tribal settings. Cross-listed as ANT 4930, REL 4936, REL 5937.	Wright	50%	S	3		3			
ANT 2140	Introduction to World Archaeology The global study of human culture from its origins to the present through the recovery, description, and analysis of archaeological remains. 25% LAC case studies.	Staff	25%	F, S, Su	3	267		X	X	
ANT 2149	Lost Tribes and Sunken Continents Examination of the claims of popular writers in archaeology that "mysterious" archaeological sites, statues, etc. were influenced by outer space visitors. 50% case studies.	Moseley	50%	F	3			X	X	
ANT 2410	Cultural Anthropology The nature of culture. The content of cultures; languages, subsistence, economic structures, art and religion in human societies. 25% LAC examples.	Staff	25%	F, S, Su	3			X	X	
ANT 3126	Introduction to Zooarchaeology Introduction to the identification, analysis and interpretation of animal remains from archaeological sites. 25% LAC case studies.	DeFrance	25%	S	3				X	
ANT 3141	Development of World Civilization Discussion of archeological evidence for the development of civilization in its regional variants from the earliest beginning to the dawn of written history. 25% LAC examples.	Schmidt, Heckenberger	25%	F, Su	3	164		X	X	
ANT 3162	Aztec Civilization Treats civilizations in Mesoamerica from the beginnings of agriculture to the time of the coming of Europeans. The Aztec, the Olmec, Zapotec, and Teotihuacan cultures are examined.	Gillespie	100%	S	3	42				
ANT 3164	Inca and their Ancestors Evolution of the Inca Empire is traced back archaeologically through earlier Andean states and societies to the beginning of native civilization. Cross-listed as ANG 5164.	Moseley	100%	S	3	19		X	X	
ANT 3241	Anthropology of Religion Cross-cultural survey of beliefs and practices dealing with the supernatural, magic and religion. Theories of comparative religion in light of anthropological data. Material from anthropology and religion. 25% LAC examples.	Felima, Burgen	25%	S, Su	3	201		X	X	
ANT 3302	Sex Roles Across Culture Anthropological perspective on division of labor by sex in different world societies. Variation in sex roles in economic, religious, political domains. 25% LAC examples.	Gumucio, Casler	25%	F, S	3	215		X	X	
ANT 3390	Visual Anthropology Photography and film as tools and products of social science. Ways of describing, analyzing, and presenting behavior and cultural ideas through visual means, student projects, and laboratory work with visual anthropology.	Thomas-Houston	25%	F	3				X	
ANT 3451	Race & Racism Examines the concept of race from a holistic anthropological perspective, incorporating examples from biological anthropology, cultural anthropology, archaeology as well as linguistic anthropology.	Markus, David de Souza	25%	F, S, Su	3	292			X	
ANT 3620	Language and Culture The role of speech in individual, social and cultural settings. Linguistic basis of thought and perception. Bilingualism, biculturalism and minority language politics in current perspective. Material from linguistics and anthropology. 25% LAC examples.	Laguer Diaz, McIlvoy	25%	F, S, Su	3	339		X	X	

Appendix B

UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ANT 3930	Native American Religions Focuses on the religious values, attitudes and norms of Native American peoples in the Americas. 25% LAC case studies. Cross-listed as REL 2388.	Wright	25%	F	3				X	
ANT 3930	Indigenous Religions of the World Introduces the student to the historical and contemporary religious beliefs and practices of Native peoples of the world. Cross-listed as REL 3938.	Wright	25%	F	3	11			X	
ANT 3930	Indigenous Religions of the Americas Introduces the student to the historical and contemporary religious beliefs and practices of Native peoples of North, Central and South America. Cross-listed as REL 2388.	Puckett, Wright, Zhang	75%	S	3	11			X	
ANT 3930	Religion & Healing Focuses on 'non-conventional' healers and healing practices in various religious traditions around the globe. Cross-listed as REL 2930.	Rodney, Wright	25%	F	3	14		X		
ANT 3930	Ethnography & Documentary Film This course provides an introduction to ethnographic and documentary film and explores major anthropological concepts through film. Considers classic and contemporary films and explores how these approach a wide range of concepts related to the human condition.	Stepp	50%	F	3			X	X	
ANT 3930	Haitian Culture and Society Develops an understanding of Haitian culture and society through lectures, discussions, film, and music.	Hebblethwaite	100%	S	3	11		X	X	
ANT 3930	Introduction to Haitian Vodou Explores the structure, content, language, history, rituals, practices, beliefs, origins, temples, songs, rhythms, art, mythology, literature, philosophy, and culture of Vodou in Haiti, the Americas, and Africa.	Hebblethwaite	100%	S	3	14			X	
ANT 3930	Shamans, Priests and Prophets Examines the varieties of religious experiences that come under the rubric of shamanism, including spiritualities, apprenticeship, relations to cosmology, and actual practices. Material from anthropology and religion. 75% LAC case studies. Cross-listed as REL 3938.	Wright	75%	F	3				X	
ANT 4147C	Environmental Archaeology Explores past human interactions with the natural world, (plants, animals, and landscape) and the impact people had on the world around them. 25% LAC examples.	Emery	50%	S	3				X	
ANT 4168	Maya Civilization An in-depth study of the pre-Hispanic Maya civilization based on archaeological and epigraphic information.	Gillespie	100%	F	3				X	
ANT 4273	Anthropology of Law An introduction to legal anthropology framing law as an eminently plural phenomena that operates unevenly across social domains. Cross-listed as ANG 6930.	Kernaghan	25%	F	3			X	X	
ANT 4337	Peoples of the Andes The Spanish Conquest and shaping and persistence of colonial culture. Twentieth-century communities, their social land tenure, religious, and value systems. Modernization, cultural pluralism, and problems of integration.	Staff	100%	S	3				X	
ANT 4403	Environment and Cultural Behavior The interaction of people and their environment as mediated by cultural institutions. Levels of socioeconomic adaptation in hunting and gathering, pastoral, and agricultural societies. Warfare and ritual as ecological mechanisms. 25% LAC case studies.	Collings	25%	F	3				X	

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ANT 4930	Afro-Latin America A survey of peoples of African descent in Latin America and the Caribbean. Includes material from anthropology, linguistics, history, and gender studies. <i>Cross-listed as LAS 4935.</i>	Staff	100%	Su	3				X	
ANT 4930	Ancient Cities Explores cities in all parts of the ancient world to elaborate specific instances of urban development and regional trajectories of change.	Heckenberger	25%	F	3	22			X	
ANT 4930	Global Gender Violence (Gender-Based Violence) Studies the relationship between culture, gender, and violence using a diversity of texts, including memoir, film, ethnography, feminist analyses, and fiction.	Abromowitz	25%	F	3	14				
ANT 4930	Anthropology of the Media and the Public Sphere Examines the social and cultural practices of media production, circulation, and consumption. <i>Cross-listed as ANG 6930.</i>	Jusionyte	50%	F	3	17			X	
ANT 4930	Law and Order in Latin America Uses anthropological approaches to examine institutions, regimes and processes that define and maintain law and order in Latin America. <i>Cross-listed as ANG 6930, LAS 4935, LAS 6938.</i>	Jusionyte	100%	S	3	3			X	
ANT 4930	Race and Nation in Latin America Explores the various discourses surrounding race and ethnicity in Latin America tracing these from the colonial period to the contemporary context. <i>Cross-listed as ANG 6930, LAS 4935, LAS 6938.</i>	Resende	100%	S	3	6			X	
ANT 4930	Diasporas of Africa Addresses both the old and new African Diaspora(s), examining definition and relation to a homeland, consciousness of belonging, political activism, relations with the host society, and symbolic or physical return to home. <i>25% LAC case studies. Cross-listed as AFS 6938.</i>	Kane	25%	S	3	3			X	
ANT 4930	Anthropology of Borders Examines borders from a broad anthropological perspective as historical, cultural, political, and economic divisions of the contemporary global landscape.	Jusionyte	50%	S	3	9				
ANT 4930	Tropics and Tropical Culture Provides a brief survey of cultures in three major tropical regions, the Pacific, Africa, and the Amazon. Critically evaluates the characterization of tropical peoples in comparison to the cultures of temperate and sub-tropical regions.	Heckenberger	25%	S	3	17			X	
ANT 4930	Shamanisms and Nature Religions Discusses shamanisms in the Amazon Rainforest and the Siberian Tundra. Includes topics of neo-shamanism, environmental movements, and shamans in non-tribal settings. <i>Cross-listed as ANG 6930, REL 4936, REL 5937.</i>	Wright	50%	S	3	3			X	
ANT 4930	Violence & Crime in Latin America This seminar examines historical, social, political, cultural, and economic aspects of violence and crime in present-day Latin America, with an intention to determine what implications different forms of organized brutalities and illegalities have for the governance of the contemporary state. <i>Cross-listed as ANG 6930, LAS 4935, LAS 6938.</i>	Jusionyte	100%	F	3	5		X	X	
ANT 4930	Roads and Road Publics This course examines roads and road-building, and will weigh the distinctive features and shared traits of different kinds of roads with attention to how through them place, time, and space appear to coalesce. <i>Cross-listed as ANG 6930.</i>	Kernaghan	25%	S	3			X		

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ANT 4930	Ethnography & Illicit Flows An exploration into how prohibition-infused pheomena, spaces, and times can be approached ethnographically. <i>Cross-listed as ANG 6930.</i>	Kernaghan	25%	F	3			X		
ANT 4930	Indigenous Cosmologies Comparative study of religions among indigenous people of South, Central, and North America, based on indigenous views of cosmogony, cosmology, the relations between humans and spirits, and schatology. <i>75% LAC case studies. Cross-listed as ANG 6930, REL 4936, REL 5937.</i>	Wright	75%	F	3				X	
ANT 4930	Anthropology of the Tropics A survey of the non-Western peoples of the tropics. Discussion of the discovery and exploration of the tropics and the representations of it that have emerged among Western thinkers over the past few centuries. <i>75% LAC case studies.</i>	Oyuela-Caycedo	75%	F	3				X	
ANT 4930	Historic Material Culture The mechanisms and consequences of encounter and exchange among Spaniards, American Indians and Africans in the American colonies, using archaeological data as a foundation. Includes material from archaeology and history. <i>25% LAC case studies.</i>	Deagan	25%	S	3				X	
ANT 4930	Maya Zooarchaeology The study of faunal remains (bone and shell) from Maya archaeological contexts to understand human use of animals for both food and other purposes.	Emery	100%	S	3				X	
ANT 4930	Indigenous Peoples of the Amazon A survey of Amazonian indigenous peoples from pre-Columbian, colonial, and nation-state periods of development. Includes material from archaeology, cultural anthropology.	Heckenberger	100%	F	3				X	
ANT 4930	South American Archaeology Traces back in archaeological time through a rich succession of dynasties and polities, to primordial times when people first populated South America.	Moseley	100%	F	3				X	
ANT 4930	Archeology of the Neotropics The discovery and exploration of the neotropics and the representations of it that have emerged among Western thinkers over the past few centuries, considering how these	Oyuela-Caycedo	100%	S	3				X	
ANT 4930	Caribbean Heritage Issues Introduction to forces that shaped Caribbean history, society, and culture, investigating the formulation of Caribbean identities in response to discourses on race and nationalism from the early 19th to the 20th century. Materials from history, literature and anthropology.	Staff	100%	F	3				X	
ANT 4930	Circum-Caribbean Archeology The relationship between prehistoric societies and the Caribbean Sea with focus on populations, interaction with Caribbean societies, subsistence variability, exchange networks, political organizations, and religion. <i>Cross-listed as ANG 6930.</i>	Oyuela-Caycedo	100%	F	3			X		
ANT 4930	War and Forgetting Through critical readings on the historical legacies of various armed conflicts in the Americas, this class asks how forgetting—understood as an active force—is integral to the ways former conflicts affect present and future social worlds. <i>Cross-listed as ANG</i>	Kernaghan	75%	F	3	1			X	
Subtotal						1713	69			
Architecture										

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ARC 3291	UF in Guadalajara - Architecture Examines strategies of place making in the tropics. Draws inspiration from the rich cultural landscape of Mexico, paying close attention to the impact of climate, culture and construction on the design of new public spaces and buildings. Cross-listed as ARC 4322, ARC 4323, ARC 6356, ARC 6911.	Tilson, Perez-Mendez	100%	Su	3	5		X		
ARC 4322	UF in Guadalajara - Architecture Examines strategies of place making in the tropics. Draws inspiration from the rich cultural landscape of Mexico, paying close attention to the impact of climate, culture and construction on the design of new public spaces and buildings. Cross-listed as ARC 3291, ARC 4323, ARC 6356, ARC 6911.	Tilson, Perez-Mendez	100%	Su	3	4		X		
ARC 4323	UF in Guadalajara - Architecture Examines strategies of place making in the tropics. Draws inspiration from the rich cultural landscape of Mexico, paying close attention to the impact of climate, culture and construction on the design of new public spaces and buildings. Cross-listed as ARC 3291, ARC 4322, ARC 6356, ARC 6911.	Tilson, Perez-Mendez	100%	Su	3	4		X		
ARC 4905	Architecture in Guadalajara Examines strategies of place making in the tropics. Draws inspiration from the rich cultural landscape of Mexico, paying close attention to the impact of climate, culture and construction on the design of new public spaces and buildings.	Tilson	100%	Su	3				X	
ARC 6356	UF in Guadalajara - Architecture Examines strategies of place making in the tropics. Draws inspiration from the rich cultural landscape of Mexico, paying close attention to the impact of climate, culture and construction on the design of new public spaces and buildings. Cross-listed as ARC 3291, ARC 4322, ARC 4323, ARC 6911.	Tilson, Perez-Mendez	100%	Su	3		4	X	X	
ARC 6357	Architectural History: Modernism in Cuba Examination of Cuba's contribution to modern architecture.	Perez-Mendez	100%	F	3			X		
ARC 6911	UF in Guadalajara - Architecture Examines strategies of place making in the tropics. Draws inspiration from the rich cultural landscape of Mexico, paying close attention to the impact of climate, culture and construction on the design of new public spaces and buildings. Cross-listed as ARC 3291, ARC 4322, ARC 4323, ARC 6356.	Tilson, Perez-Mendez	100%	Su	3		4	X	X	
Subtotal						13	8			
Art and Art History										
ARE 6933	Art Education in Alternative Settings Explores the role art educators play serving various interest groups including but not limited to people with disabilities, the elderly, LGBTQ youth, hospital patients, prisoners, and homeschoolers.	Kushins	25%	S	3		7		X	
ARE 6933	Globalization, Art, and Education Explores connections between globalization, art, and education including ideas about the nature of creative cultural expressions in diverse global contexts.	Delacruz	25%	S	3		18		X	
ARH 2401	Non-Western Art The visual arts seen in the cultural context of Sub-Saharan Africa, the Pacific, Native North and South America, and Asia; prehistoric to recent. 25% LAC case studies.	Staff	25%	F	3			X	X	

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ARH 2930	History of Mexican Art A general survey of the history of Mexican art from the pre-Columbian period to the twentieth century.	Staff	100%	F	3				X	
ARH 3650	Latin American Art The architecture, painting, sculpture and important minor arts of colonial and modern Latin America.	Stanfield-Mazzi	100%	F	3				X	
ARH 3652	Ancient Andean Art Introduction to Pre-Columbian art of the Andean region from 2600 BCE to about 1550 CE. The course also examines the	Stanfield-Mazzi	100%	F	3	35			X	
ARH 3653	Mesoamerican Art Art and architecture of pre-Columbian civilizations of Mexico and the Maya area from 3000 B.C. until the Spanish Conquest in A.D. 1521. Cross-listed as ARH 6918.	Stanfield-Mazzi	100%	F	3			X		
ARH 3656	Ancient South American Art Art and architecture of pre-Columbian lower Central and South America, focusing on the Andean Indian civilizations.	Stanfield-Mazzi	100%	S	3				X	
ARH 3661	Latin American Art The architecture, painting, sculpture and important minor arts of colonial and modern Latin America. Cross-listed as ARH 6918.	Stanfield-Mazzi	100%	Su	3	30			X	
ARH 3664	Colonial Art of New Spain Examination of colonial art of Mexico and other territories within Spanish Viceroyalty of New Spain, including La Florida.	Stanfield-Mazzi	100%	F	3				X	
ARH 3665	Colonial Andean Art Examination of the colonial art of Peru, Ecuador, Bolivia, and other territories within the Spanish Viceroyalty of Peru. Focused on the viceregal period (1542-1824).	Stanfield-Mazzi	100%	S	3	15				
ARH 4930	Arts in the Yuroba Diaspora Explores the impact of Yuroba culture in the Western Hemisphere, particularly Latin America, the Caribbean, North America and Europe. 25% LAC case studies.	Staff	25%	S	3				X	
ARH 4931	Art and Globalization in the Colonial Americas Studies the art objects and artistic influences that emerged from the New World and traveled to the Old after the arrival of Europeans. Cross-listed as ARH 6918.	Stanfield-Mazzi	50%	S	3	7			X	
ARH 6918	Mesoamerican Art Art and architecture of pre-Columbian civilizations of Mexico and the Maya area from 3000 B.C. until the Spanish Conquest in A.D. 1521. Cross-listed as ARH 3653.	Stanfield-Mazzi	100%	F	3			X		
ARH 6918	Ancient Andean Art Introduction to Pre-Columbian art of the Andean region from 2600 BCE to about 1550 CE. The course also examines the primary theoretical issues regarding this art and its interpretation.	Stanfield-Mazzi	100%	F	3		2		X	
ARH 6918	Art and Globalization in the Colonial Americas Studies the art objects and artistic influences that emerged from the New World and traveled to the Old after the arrival of Europeans. Cross-listed as ARH 4931.	Stanfield-Mazzi	50%	S	3		2		X	
ARH 6918	Latin American Art The architecture, painting, sculpture and important minor arts of colonial and modern Latin America. Cross-listed as ARH 3661.	Stanfield-Mazzi	100%	Su	3		3			
		Subtotal				87	32			
Biological Sciences										

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ZOO 4926	UF in San Salvador Marine Ecology Introduces students to the plants and animals found in the marine and terrestrial environments of the Caribbean and to study their adaptations and interactions in the context of community ecology. <i>Cross-listed as ZOO 6927.</i>	Silliman	100%	S	3	10		X	X	
ZOO 6927	UF in San Salvador Marine Ecology Introduces students to the plants and animals found in the marine and terrestrial environments of the Caribbean and to study their adaptations and interactions in the context of community ecology. <i>Cross-listed as ZOO 4926.</i>	Silliman	100%	S	3		10	X	X	
ZOO 6931	Seminar in Marine Turtle Biology A seminar focusing on current major issues in sea turtle biology, conservation, and management. 25% LAC case studies.	Bjorndal	25%	S	3			X		
Subtotal						10	10			
Botany										
BOT 2800	Plants in Human Affairs The role of plants in the development of civilization, and the influence of plants on world history, politics, economics, and culture. 25% LAC examples.	Staff	25%	F	3			X	X	
BOT 4935	Tropical Botany Study of the biology and systematics of tropical plants. Detailed coverage of the diversity, structure, and economic botany of tropical vascular plants. 50% LAC examples.	Judd	50%	Su	2				X	
BOT 5685C	Tropical Botany Study of tropical plants with emphasis on uses, anatomy and morphology, physiology, ecology, and systematics. Field trips to the Fairchild Tropical Garden supplement laboratory experiences. 25% LAC examples.	Judd	25%	Su	5				X	
BOT 6935	Plant and Ecosystem Ecology Research Symposium A forum for development and training of graduate students in plant and ecosystem ecology.	Mack	25%	S	1		3	X	X	
BOT 6935	Redd+ and Climate Change Adaptation Discovers possibilities for articulating climate change research and action in tropical countries.	Putz	25%	S	1		2	X	X	
BOT 6935	Redd + Working Group Follows developments of international efforts to reduce emissions from deforestation and forest degradation while enhancing carbon stocks through improved management.	Putz, Romero	25%	F	1		3		X	
BOT 6935	Tropical Forest Community Ecology Overview of the conceptual foundations and advances in community ecology of tropical forests, with a strong emphasis on LA forests from which most examples are drawn. 75% LAC case studies.	Staff	75%	S	1				X	
BOT 6935	Forests, Climate Change, Conservation, and Development A reading and discussion seminar focusing on current issues surrounding conservation, climate change, and development. 25% LAC case studies.	Putz	25%	S	1				X	
PCB 4044	Ecology of the Yucatan An overview of the ecology and ecosystems of the Yucatan Peninsula.	Brenner	100%	Su	5				X	
PCB 5356	Tropical Ecology An understanding and appreciation of tropical ecosystem structure, function and interaction with humans. 25% LAC	Staff	25%	S	3				X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
PCB 6356	Ecosystems of the Tropics Natural and man-dominated tropical ecosystems, their structure, function, and relation to man. 25% LAC case studies.	Staff	25%	S	3				X	
Subtotal						8				
Building Construction										
BCN 1582	International Sustainable Development An overview of international trends in reducing the environmental impacts of land development and construction. 25% LAC case studies	Staff	25%	F, S, Su	3	250		X	X	
Subtotal						250				
Business Administration										
GEB 3373	International Business Exploration of major characteristics, motivations, interactions, and structural realities of international economics via functional areas of business. 25% LAC examples.	Phalin	25	F, S	4	993		X	X	
GEB 6930	International Business Exploration of major characteristics, motivations, interactions, and structural realities of international economics via functional areas of business. 25% LAC examples.	Rush	25%	Su	3		51		X	
GEB 6930	Global Entrepreneurship Study Program A practical understanding of entrepreneurship as a global economic development engine from individuals who work within the entrepreneurial environment	Kraft	25%	F	2		35	X	X	
GEB 6930	International Business Study Tour: Argentina This course provides graduate business students with firsthand exposure to international businesses, business practices, markets, institutions, and culture.	Cupoli, Naranjo	100%	F, S	2		47	X	X	
GEB 6930	UF in Argentina - International Business Study Tour A practical understanding of entrepreneurship as a global economic development engine from individuals who work within the entrepreneurial environment.	Cupoli, Naranjo	100%	F, S	3		46	X	X	
GEB 6930	International Advertising This course reviews the major concepts & issues in international and cross-cultural advertising and campaign planning, including primary and secondary research to assess environmental situations.	Morton	25%	F	2		47	X	X	
Subtotal						993	226			
Computer and Information Science and Engineering										
CIS 4956	UF Independent Study in Tilaran Independent study in Tilaran, Costa Rica. Cross-listed as ENC 3254.	Thebaut	100%	Su	3	1			X	
Subtotal						1				
Economics										
ECO 3704	International Trade Theory of international trade and commercial policy. Current issues in international trade, comparative advantage, scale economics, the economics of tariff and non-tariff barriers. International factor movements and multinational firms.	Acharya, Lynch, Knapp	25%	F, S, Su	4	160		X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
ECO 3713	International Macroeconomics Adopts a highly international perspective, considering the international linkages arising from capital & trade flows as well as a comparison of macroeconomic policies and performance across countries.	Waldo	25%	S	4	177		X	X	
ECO 4730	The Firm & the Global Economy An integrated approach to the international operations of the firm. Patterns of business transactions, marketing strategies, corporate strategies, taxation and government policies, exchange risk, and foreign investment analysis. 25% LAC examples.	Staff	25%	S	4				X	
ECO 4956	International Studies Supervised intensive study on a selected topic related to economics and international study. Cross-listed as ECO 6957.	Blair	25%	F	3			X	X	
ECO 6957	International Studies Supervised intensive study on a selected topic related to economics and international study. Cross-listed as ECO 4956.	Blair	25%	F	3			X	X	
ECO 7707	International Economic Relations Surveys several advanced topics in the theory of International Trade and Commercial Policy including analysis of analyze the gains from trade and welfare; the economics of tariffs and quotas; strategic trade policy.	Dinopoulos	25%	S	3		6		X	
ECS 3403	Economic Development Latin America A critical assessment of Latin American political economy and economic development. Economic history from the colonial period forward, commodity price cycles, import substitution industrialization, international debt, and difficulties with poverty eradication.	Staff	100%	S	4				X	
ECS 6423	Latin American Business Economics Examines political, economic and cultural background including trade patterns and policies; effects of currency crises, exchange rate and monetary policies; corporate strategies; international marketing and finance strategies. Includes material from economics, political science, and finance.	Dinopoulos	100%	S	2				X	
Subtotal						337	6			
Education										
EDG 4930	Principles of Language for ESOL Teachers Introduces relevant principles of language and literacy development for teachers of K812 English language learners (ELLs).	Harper	25%	F	3	1		X	X	
EDG 4930	Language and Education Issues of Migrants Explores multiple dimensions of the migrant experience in the US, such as second language acquisition, literacy development, social context, education and advocacy of both adult and young migrants. Emphasis on Spanish speaking population. 25% LAC examples.	Coady	25%	S	3				X	
EDG 6931	Language and Education Issues of Migrants Explores multiple dimensions of the migrant experience in the United States, such as second language acquisition, literacy development, social context, education and advocacy of both adult and young migrants. Emphasis on Spanish speaking population. 25% LAC examples.	Coady	25%	S	3				X	

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EDH 6931	Seminar: International Higher Education Characteristics of selected foreign higher education systems with emphasis on history and philosophy, access, curriculum and instruction, student and faculty characteristics, governance, management, and finance.	Mendoza	25%	F	3		7	X	X	
FLE 6165	Bilingual Bicultural Education Explores the historical, legal, and theoretical foundations of bilingual/bicultural education in the United States and abroad.	De Jong	25%	S	3		26		X	
FLE 6167	Cross-Cultural Communication for Teachers Explores issues of culture and communication as well as the social realities that impact students in educational settings.	Coady	25%	F,Su	3		42		X	
TSL 3520	ESOL Foundations of Language and Culture Examines issues of language and culture that are relevant for school-age learners of English as a second language (ESOL). Emphasis on Spanish-speaking population. 25% LAC examples.	Huang, Vecchio	25%	F, S	3	91		X	X	
TSL 5325	Secondary ESOL Teaching Strategies Equips secondary area content teachers with the skills they need to provide effective instruction to ELLs (English Language Learners) in the mainstream classroom.	Kozuma	25%	Su	3		22	X	X	
Subtotal						92	97			
English										
AML 4685	Race and Gender in Latino/a Literature This course will examine the ways assumptions – esthetic, social, political, and market-driven – about ethnicity and race as well as gender have changed (and in some ways remained the same) in the last decade, 1998–2008. 25% LAC examples.	Hedrick	25%	F	3	33			X	
AML 4685	Afro-Latina/o Cultural Studies Examination of how Afro-Latinas/os in the U.S. negotiate race, class, and gender identity. Study of the roles African-heritage peoples play in Mexico, Puerto Rico, Cuba, and the Dominican Republic. 25% LAC examples.	Hedrick	25%	F	3			X	X	
ENC 3254	UF Independent Study in Tilaran Independent study in Costa Rica. Cross-listed as CIS 4956.	Thebaut	100%	Su	3	1			X	
ENG 4135	Brazilian Cinema Illustrates the effects of modernization on Brazilian society during the period of the military dictatorship (1964-1985) through film.	Ginway	100%	S	4	12			X	
LIT 4183	Post-Colonial Literature and Cultural Theory A review and critique of post-colonial literature and culture through anglophone Caribbean and English literature. 75% Caribbean case studies.	Rosenberg	75%	S	3			X		
LIT 4188	Caribbean Modernity, Modernism, and Postmodernism This course examines Caribbean literature written in English in the Victorian and Modernist periods, from the 1830s to the 1950s.	Rosenberg	75%	F	3	24			X	
LIT 4192	Anglo Caribbean Literature 1950 Investigation of canon formation in the anglophone Caribbean.	Barron	100%	S	3	26			X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LIT 6236	Tourism, the Caribbean, and Literature An interdisciplinary examination of the development of tourism and its relationship to culture and the rise of U.S. power in the Caribbean from the 1890s to the present.	Rosenberg	100%	S	3		4			
		Subtotal				96	4			
Entomology and Nemotology										
ENY 3563	Introduction to Tropical Entomology Natural history, ecology and behavior of insects in natural ecosystems and agroecosystems of the tropics. 75% LAC case studies.	Cave	75%	Su	3	2		X	X	
ENY 5566	Tropical Entomology Natural history, ecology, and behavior of insects in natural ecosystems and agroecosystems of tropics. 75% LAC case studies.	Cave	75%	Su	3		3		X	
ENY 5567	Tropical Entomology Field Lab Field experience observing the natural history, ecology, and behavior of insects in natural ecosystems and agroecosystems in the tropics. 75% LAC case studies.	Staff	75%	Su	2			X		
		Subtotal				2	3			
Finance										
FIN 6575	Emerging Markets Finance: Part I Introduces the essential elements of investing and finance in the emerging markets, including insights into key macroeconomic policy issues that affect the emerging markets.	Gendreau	25%	S	2		18	X	X	
FIN 6608	Financial Management of the Multinational Corporation Focuses on solving operational problems in the day-to-day financial management of transnational and multinational companies.	Crum	25%	F, S	2		12	X		
FIN 6638	International Finance An introduction to international finance, including foreign exchange markets, international capital markets, international investing, and international trade and risk management issues. 25% LAC examples.	Naranjo, Gendreau	25%	F, S	2		170	X	X	
FIN 6642	Global Entrepreneurship Consideration of global market context in starting entrepreneurial ventures internationally. 25% LAC examples.	Staff	25%	S	3				X	
FIN 6957	International Financial Markets in Brazil, Chile and Argentina International business practices and operations through first hand exposure to Latin American businesses and financial markets. Study tour travels to one of the three countries each year.	Naranjo	100%	F	2			X	X	
GEB 6366	Foundations of International Business Explores the world of international business in the global era through analysis of international expansion, potential markets, and international markets.	Hwang, Clarke	25%	F, S, Su	2		172	X	X	
		Subtotal					372			
Family, Youth and Community Sciences										

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
FYC 4905	Community Food Issues Explores theory and practice related to food and agriculture from a social science perspective and will prepare students to address the food needs of a community and respond to the current public discourse surrounding food.	Monaghan	25%	F	3	30			X	
FYC 4905	International Family Problems Focuses on major issues families around the world face in the first decades of the 21st century, including poverty, migration, transnational employment, violence, and aging.	Smith	25%	Su	3	12			X	
FYC 6302	Sustainable Community Development Examines the role of environmental, built and social assets in addressing problems, issues and needs for sustainable community development.	Swisher	25%	S	3		9	X	X	
FYC 6330	Theories of Community Development This course examines the theoretical foundations that inform both research about communities and the development of intervention programs directed at solving problems at the community level. Projects focus on Latin America or Latinos.	Swisher	75%	F	3		12	X	X	
Subtotal						42	21			
Food and Resource Economics										
AEB 4242	International Trade Policy Examines effects of various trade policies on domestic and international prices, consumption, production, trade and government revenues as related to the agricultural sector. 25% case studies.	Burkhardt	25%	F, S	3	126		X	X	
AEB 4282	International Humanitarian Assistance Emergency assistance to developing countries to minimize losses and affect recovery. Includes legal/ethical bases, program designs promoting recovery, and cultural issues. 25% LAC case studies.	Valderrama	25%	S	3	64		X	X	
AEB 4283	International Development Policy How factors such as poverty, population, technology, resources, trade and the environment affect man's effort to develop. 25% LAC case studies.	Valderrama	25%	F	3	45		X	X	
AEB 4343	International Agricultural Markets Problems, issues, regulations, policies, and procedures unique to the global agribusiness marketing of perishable and storable agricultural commodities and food products. 25% LAC case studies.	Sterns	25%	S	3	24		X	X	
AEB 4931	Latin American Economic Development The forces that have shaped economic and agricultural development in Latin America, including economic theory, history, and policy.	Useche	100%	S	3	11			X	
AEB 5167	Economic Analysis of Small Farms General analytical techniques for economic analysis of small-scale family farm livelihood systems to evaluate impact of proposed technology, infrastructure, and policy changes on family welfare. 50% LAC case studies.	Hildebrand	50%	F	3		7	X	X	
AEB 6645	Economic Development and Agriculture Relation of human, capital, and natural resources, technology, and institutions to income growth and distribution. Development strategies in low-income countries. 25% LAC case studies.	Useche	25%	F	3				X	
AEB 6651	Latin American Agricultural Development Socioeconomic development strategies at the national, regional, and local levels. Causes of underdevelopment and poverty.	Useche	100%	S	3				X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
AEB 6674	International Agricultural Policy and Trade Trade theory applied to international policies, agreements, and programs. 25% LAC case studies.	Staff	25%	S	3			X		
AEB 6675	International Agribusiness Marketing Discusses policies and strategies involved in international marketing with emphasis on perishable and storable agricultural commodities and food products.	Sterns	25%	S	3		17	X		
AEB 6933	Economic Development in Latin America An exploration of the forces that have shaped economic and agricultural development in Latin America. Cross-listed as LAS 6938.	Useche	100%	F	3		7		X	
AEB 6933	Environmental Economics Examines recent developments in the field of environmental economics, which include microeconomic analysis of several issues such as open access, public goods and externalities.	Gupta	25%	S	3		15		X	
AEB 6933	Leadership, Organizational Development, and Human Resources Discusses techniques to be utilized for the effective management and leadership of an organization's most valuable resource, its people.	Clouser	25%	S	3		13		X	
AEB 7453	Natural Resource Economics Economic theory and topics related natural resource and environmental economics.	Grogan	25%	F	3			X		
AEB 7645	Economic Development and Agriculture Relation of human, capital, and natural resources, technology, and institutions to income growth and distribution. Development strategies in low-income countries. 25% LAC examples.	Useche	25%	S	3		9		X	
Subtotal						270	68			
Forest Resources and Conservation										
EVR 5322	Scientific Processes in Conservation and Development Scientific bases and critical thinking focused on the interplay between environmental conservation and economic and social development. Material from natural and social sciences. 25% LAC case studies.	Porzecanski	25%	S	2				X	
FNR 4660C	Natural Resource Policy and Administration Current policies in both North America and internationally. Historical patterns of resource use and policy response reviewed as basis for evaluating current issues. 25% LAC case studies.	Staff	25%	F	3	58			X	
FNR 5335	Agroforestry Emphasizes the use of agroforestry as an option for addressing the land-use problems such as resource limitations, fragile soils, and multiple-component systems in the developing world, and environmental issues and societal concerns about land use in the industrialized world. 25% LAC case studies. Cross-listed as FOR 4854.	Nair	25%	S	3		7	X	X	
FOR 2662	Forests for the Future Examination of current environmental issues that impact individual, community, and institutional decisions about forest resources. 25% LAC case studies.	Davis, Bannister, Peter,	25%	F	3	39		X	X	
FOR 4060	Global Forests An analysis of the current status and trends of forest resource use and conservation on a global scale. 25% LAC case studies.	Kainer	25%	S	3	10		X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
FOR 4664	Sustainable Ecotourism Development Focus on land management issues associated with ecotourism planning and managing in protected and conserved areas. 25% LAC case studies.	Stein	25%	F	3	47		X	X	
FOR 4854	Agroforestry Emphasizes the use of agroforestry as an option for addressing the land-use problems such as resource limitations, fragile soils, and multiple-component systems in the developing world, and environmental issues and societal concerns about land use in the industrialized world. 25% LAC case studies. Cross-listed as FNR 5335.	Nair	25%	S	3			X		
FOR 5615	Forest Conservation Policy and Management Issues Current policies in both North America and internationally. Historical patterns of resource use and policy response reviewed as basis for evaluating current issues. 25% LAC case studies.	Staff	25%	F	3				X	
FOR 6170	Tropical Forestry Ecological constraints to sustainable forest management in the tropics; strategies, tools, and techniques for large- and small-scale management of old growth and secondary tropical forests, Emphasis on Brazil.	Staff	75%	S	3			X		
FOR 6665	Landscape Planning for Ecotourism Discusses the history of nature-based recreation, the principles behind ecotourism, and examples of international ecotourism offerings and procedures for integrating ecotourism into a management plan.	Stein	25%	F	3		12	X	X	
FOR 6905	Field Methods in Ecology in the Tropics: Belize In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. Cross-listed as WIS 4905.	Andreau, Giuliano, Mazzotti	100%	S	3	7		X	X	
FOR 6905	UF in Belize Field Methods and Marine Science in the Tropics In this course, students will actively experience marine organisms and habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as WIS 4905, WIS 6905.	Andreau, Giuliano, Mazzotti	100%	S	3	2		X	X	
FOR 6905	Marine Ecology and Conservation in the Tropics: Belize In this course, students will actively experience marine organisms and habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as WIS 4905.	Andreau, Giuliano, Mazzotti	100%	S	3	9		X	X	
FOR 6934	Advanced Remote Sensing of Forest Ecosystems Exploration of advanced remote sensing techniques with a focus on forest ecosystems	Bohlman	25%	S					X	
SUR 6427	Land Tenure and Administration Focuses on the central role of land tenure in protecting indigenous' land rights, and promoting sustainable development, with a predominant focus on Latin America and the Caribbean.	Barnes	75%	S	3		8		X	
Subtotal						172	27			
Geography										
GEA 1000	Geography in a Changing World The spatial organization of society. Emphasis is placed upon the political regions of the world. 25% LAC emphasis.	Staff	25%	F,S,Su	3	450		X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
GEO 3405	Geography of Latin America A comprehensive and systematic survey of the population, natural resources, geographic regions, and potentialities of Latin America; the significance of this region in the economic and political affairs of the world.	Keys	100%	F	3	31		X	X	
GEO 4465	Amazonia An understanding of the biophysical setting of the Amazon basin, particularly as it pertains to the use and abuse of natural resources, exploring how management of resources has varied over time and the importance of conserving biodiversity.	Smith	100%	S	3	11		X	X	
GEO 6466	Seminar on the Geography of Amazonia An understanding of the biophysical setting of the Amazon basin, particularly as it pertains to the use and abuse of natural resources, exploring how management of resources has varied over time and the importance of conserving biodiversity.	Smith	100%	S	3		1	X	X	
GEO 2500	Global and Regional Economies Highlights contemporary perspectives, themes and research in economic geography, focusing on issues and problems associated with regional and global economic and demographic change. 25% LAC examples.	Staff	25%	F, S	3			X		
GEO 3315	Geography of Crop Plants This course explores the origins of agriculture and the historical geography of a small selection of the over 2,000 plants domesticated by farmers over the millennia. Major emphasis will be on the tropics where most of our crops originated. 25% LAC case studies.	Smith	25%	F	3			X	X	
GEO 3372	Conservation of Resources A survey of natural resources and a study of wise and wasteful practices of these resources. 25% LAC case studies.	Staff	25%	S	3			X		
GEO 3427	Plants, Health, and Spirituality Surveys plants used in healing, communicating with the supernatural, and bringing aesthetic pleasure. Materials from agriculture and religion. The role of traditional healers, their practices and perspectives, is discussed. 75% LAC case studies.	Smith	75%	F	3			X		
GEO 3803	Geography of Alcohol A survey of the origins of alcoholic beverages, how uses have changed over time, and the manner in which some of the more popular alcoholic beverages and their associated crops have diffused around the world. Material from geography and agriculture. 25% LAC case studies.	Smith	25%	S	3	39			X	
GEO 3930	Parks in Peril The challenges facing parks and other protected areas with emphasis on the developing world. Includes material from the natural and social sciences. 25% LAC case studies.	Staff	25%	F	3				X	
GEO 4938	Cultural and Political Ecology Examines human-environment scholarship through the lens of cultural and political ecology.	Keys	50%	S	3	5		X		
GEO 4938	Management of Protected Areas in Africa and the Americas Discussion of objectives, management methods, biological and social domains of protected areas in Africa, North and South America. Includes material from conservation biology, resource economics, and landscape geography. 50% LAC case studies.	Porzecanski	50%	F	3				X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
GEO 5809	Geography of World Agriculture World distribution of crops and livestock in relation to natural and cultural conditions. Discussion of problems of agriculture in terms of products, economic organization, and agricultural regions. 25% LAC case studies.	Staff	25%	F	3				X	
GEO 6375	Land Use and Land Cover Change Land use and land cover change theory, research approaches, and analytical techniques. Includes a field component in Yucatan, Mexico.	Southworth	75%	F	3			X		
GEO 6931	Seminar in Cultural and Political Ecology Human-environment relationships from the perspective of cultural and political ecology.	Keys	25%	S	3			X		
GEO 6938	Management of Protected Areas in Africa and the Americas Discussion of objectives, management methods, biological and social domains of protected areas in Africa, North and South America. Includes material from conservation biology, resource economics, and landscape geography. 50% LAC case studies.	Porzecanski, Child	50%	F	3				X	
MET 4532	Hurricanes The development, movement, and decay of hurricanes, climatology of where/when they occur, how they are forecast, and how their landfall affects humans. Several tropical cyclones are profiled that affected Central America and the Caribbean.	Matyas	25%	F	3	16		X	X	
MET 6530	Hurricanes The development, movement, and decay of hurricanes, climatology of where/when they occur, how they are forecast, and how their landfall affects humans. Several tropical cyclones are profiled that affected Central America and the Caribbean.	Matyas	25%	F	3			X	X	
Subtotal						552	1			
Geology										
GLY 4390	Humans and the Environment of the Yucatan Peninsula Explores basic concepts in geography as well as ecological and environmental issues of the Yucatan Peninsula.	Brenner	100%	Su	2	17		X	X	
GLY 4390	Tropical Ecology Explores basic concepts in geography as well as ecological and environmental issues of the Yucatan Peninsula.	Brenner	100%	Su	3	17		X	X	
GLY 4956	UF in Merida - Tropical Ecology and Spanish Explores basic concepts in geography as well as ecological and environmental issues of the Yucatan Peninsula through coursework and excursions.	Brenner	100%	Su	3	17		X	X	
Subtotal						51				
Haitian Creole										
HAI 1130	Beginning Haitian Creole 1 This course and its sequel, HAI 1131, constitute the basic sequence for the development of overall skills in the language. Conversational approach, with essentials of grammar.	Staff	100%	F, S	5	27	1	X	X	X
HAI 1131	Beginning Haitian Creole 2 Second part of the basic Haitian Creole sequence.	Staff	100%	F, S	5	22		X	X	X
HAI 2200	Intermediate Haitian Creole 1 Concentrates on conversation, readings and introduction to Haitian culture through music and film. Cross-listed as AFA 3930.	Hebblethwaite	100%	F	3	7	1	X	X	

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HAI 2201	Intermediate Haitian Creole 2 Continued concentration on conversation with added emphasis on reading, as well as issues related to the Haitian way of living.	Hebblethwaite	100%	S	3			X		
HAI 3930	Introduction to Haitian Vodou Coverage of voodoo ritual, liturgy, songs, rhythms, dancing, art, organization, values, philosophy, theology, history, and culture. Cross-listed as AFA 3930.	Hebblethwaite	100%	S	3	7			X	
HAI 4905	Individual Work in Haitian Creole Independent research with faculty supervision on an approved topic. Final paper written in Haitian Creole.	Hebblethwaite	100%	F, S	Varies	1	3	X	X	
HAI 4905	Haitian Creole Qur'an Project This independent study course involved the translation of several Surah (Chapters) from the Qur'an into Haitian Creole.	Hebblethwaite	75%	Su	3	1				
HAT 3564	Haitian Culture and Society Develops an understanding of Haitian culture through history, religion, anthropology, and religion. Cross-listed as AFA 3930.	Hebblethwaite	100%	S	3	16		X		
HAT 3566	Haitian Literature in English Translation Focuses on masterpieces of French and Creole literature from Haiti, examining the relationship of these classics with Haitian civilization.	Hebblethwaite	100%	S, Su	3			X		
HAT 3700	Introduction to Haitian Creole Linguistics Examination of the major subfields of linguistics by means of the Haitian Creole language. Cross-listed as LIN 4930.	Hebblethwaite	100%	F	3	15			X	
Subtotal						96	5			
Health Education and Behavior										
HLP 4933	North American Perspectives on Health – The Panama Canal Instruction on various health education topics while cruising the Panama Canal. Includes site visits to Panama, Costa Rica, Nicaragua, Guatemala, and Mexico. Cross-listed as HSC 5925.	Staff	100%	F	3				X	
HSC 4624	Trends in International Health An overview of problems and practices in international health including disease patterns and prevalence, contributing factors, organizational and governmental initiatives, and model programs. 25% LAC examples. Cross-listed as HSC 6625.	Chen	25%	F	3	32		X	X	
HSC 5925	North American Perspectives on Health – The Panama Canal Instruction on various health education topics while cruising the Panama Canal. Includes site visits to Panama, Costa Rica, Nicaragua, Guatemala, and Mexico. Cross-listed as HLP 4933.	Staff	100%	F	3				X	
HSC 6625	Trends in International Health An overview of problems and practices in international health including disease patterns and prevalence, contributing factors, organizational and governmental initiatives, and model programs. 25% LAC examples. Cross-listed as HSC 4624.	Chen	25%	F	3		6	X	X	
Subtotal						32	6			
History										

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AMH 3660	Native American History to 1815 Examines the images and realities of North American Indian cultures and history. The focus stretches not only over a long period of time, but also over the broad regions of North America, including Mexico. 50% LAC case studies.	Barr	50%	F	3			X		
AMH 3931	African-American and Latino History Explores the histories, cultures, and politics of African Americans and Latinos since the Haitian Revolution and the Mexican War of Independence. 50% LAC case studies.	Ortiz	50%	F	3				X	
AMH 3931	African Diaspora The diversity of the African Diaspora as well as connections between the Diaspora and major events of the past three centuries including the development of slavery in LAC; the 18th century transatlantic revolutions, colonialism, and anti-colonial movements. 25% LAC case studies.	Ortiz	25%	S	3				X	
AMH 3931	Making of Modern America Examines the meaning of modernity and how America faced the modernizing phenomenon.	Noll	50%	Su	3	45			X	
AMH 4110	Early America The coming of European explorers, conquistadors, traders and settlers to North America and their first contacts and conflicts with the many different Indian peoples already there and later with the Africans forcibly brought to the Americas.	Barr	25%	F	3				X	
AMH 4930	Making of Modern America Examines the meaning of modernity and how America faced the modernizing phenomenon.	Wise	50%	F	3			X		
AMH 5930	Native American History Pre-1850 Examines the images and realities of North American Indian cultures and history. The focus stretches not only over a long period of time, but also over the broad regions of North America, including Mexico.	Barr	50%	F	3				X	
AMH 5930	Religions of the Atlantic World An examination of the religions practiced in countries around the Atlantic.	Sensbach	25%	S	3		3		X	
AMH 6198	Early American Society Covers the 16th, 17th and 18th centuries, places the settlement of North America in the context of European, African, and Native American history, and develops comparisons among the regions claimed by the British, Spanish, and French.	Barr	25%	F	3		12	X	X	
HIS 3931	Modern Cuba Cuba after World War II, the Cold War, and its current relations to other nations in the region and to the US.	Staff	100%	F	3				X	
HIS 3931	History of Mexico An overview of Mexican history and society from European contact to the present.	Altman	100%	F	3				X	
HIS 3931	US-Latin American Relations Introduction to the complex historical relationship between the US and LA. Analysis of significant eras, trends, issues, events, etc. as they pertain to the political, economic, social, and cultural relations between the US and LA.	Staff	50%	S	3				X	
HIS 3942	Practicum on Brazilian Slavery Research course focused on Brazilian slavery.	Needell	100%	F	2				X	
HIS 3942	The History Practicum: Atlantic History Organized around a central theme, this course addresses the role and skill set of the professional historian.	Harland-Jacobs	25%	F	2	41			X	

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HIS 4930	Slavery in the Atlantic World The evolution of slavery in the New World from its European and African antecedents through abolition and emancipation, with emphasis on the Caribbean. <i>Cross-listed as LAH</i>	Geggus	50%	S	3	2			X	
HIS 4944	Curation and Archival Practice on Cuban Collections To participate with curators in the organization of the exhibit Revolutionary Cuba Through Women's Eyes. The students will go over our extensive Cuban collections to identify objects related to the theme of the exhibit.	Vargas-Belancourt, Santamaria-Wheeler	100%	S	3			X	X	
LAH 2020	Introduction to Latin American History An introduction to Latin American civilization, from the conquest to the present, emphasizing select topics in social, political and cultural history.	Baldacci, Needell	100%	S	3	28			X	
LAH 3100	Emergence of Latin American Nations The last phase of the colonial regime, movement for independence, and problems of nation-building to the end of the 19th century.	Needell	100%	Su	3	36		X	X	
LAH 3130	Colonial Latin America A survey of the formation of Spanish and Portuguese imperial systems and colonial societies in America in the 16th, 17th and 18th centuries.	Zavitz	100%	F	3	25			X	
LAH 3300	Contemporary Latin America Survey of contemporary Latin America with emphasis on national histories of Brazil, Cuba, Mexico, and Peru.	Ferreira, Needell	100%	S	3	29		X	X	
LAH 3741	Revolution in the Americas Historical analysis of the armed and unarmed revolutionary movements of twentieth-century Latin America, from Mexico to Chile.	Thurner	100%	S, F	3			X		
LAH 3931	Latin America and the US A survey of the relations between Latin America and the U.S. <i>Cross-listed as LAS 3930.</i>	Brown	100%	F	3			X		
LAH 3931	The Emergence of Contemporary Brazil Beginning with the history of imperial Portugal, this course explores the political epochs shaping contemporary Brazil.	Needell	100%	S	3	9				
LAH 3931	The History of Cuba and Puerto Rico Provides a deep knowledge of the complex realities of Cuban and Puerto Rican societies, helping to reveal how the past (especially slavery and imperialism) affected what was—and is—politically and economically possible in these countries. <i>Cross-listed as LAH 5934.</i>	Baldacci, Guerra	100%	F	3	47		X		
LAH 3931	The Cuban Revolution, 1959 - 2013 Examines the role and impact of Cuban anti-imperialist nationalism on radicalizing the Revolution as well as the nature and limits to liberation offered by the Revolution's adoption of	Guerra, Lankina	100%	Su	3	43			X	
LAH 3931	Film, Baseball, and Tourism of the Caribbean Analyzes race, sexuality and the rooting of national and personal identities in differing sources of political power among Spanish-speaking Caribbean nations and their US diasporas, especially those of Cuba, Puerto Rico and the Dominican Republic.	Guerra	100%	S	3	26				
LAH 3931	Jewish Diaspora in Latin America Explores the causes, culture and experience of Jewish immigrants and exiles in the Caribbean and Latin America from the colonial era to the present. <i>Cross-listed as LAH 5934.</i>	Guerra	100%	S	3	17			X	
LAH 4433	Modern Mexico Aftermath of independence and war with U.S., the Reform and Maximilian, Porfiriato, Mexican Revolution and contemporary trends.	Thurner	100%	F	3			X		

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LAH 4471	Caribbean History to 1800 Social, economic and political history of the West Indies and the Circum-Caribbean region to 1800, with particular emphasis on slave society.	Geggus	100%	F	3	15			X	
LAH 4472	Caribbean 19-20th Century A mainly social history of the modern Caribbean: slave emancipation and decolonization; race relations and black consciousness; labor, culture, and economic change. Cross-listed as AFA 3930.	Geggus	100%	S	3	15		X		
LAH 4520	Andean Nations Anthropological and political history of the postcolonial Andean region, including the republics of Venezuela, Colombia, Ecuador, Peru and Bolivia.	Thurner	100%	S, F	3				X	
LAH 4602	History of Amazonia Historical analysis of the Amazon, especially for students interested in the issues confronting the region today.	Needell	100%	F	3				X	
LAH 4630	Brazil after 1750 Colonial reform; independence and origins and achievements of Brazilian monarchy; "modernization" and neo-colonialism; slavery, the military, and emergence of oligarchical republic; legacy of dictatorship and populism.	Needell	100%	F	3				X	
LAH 4930	Chronicles of Early America Early colonial writings from the era of conquest and settlement.	Altman	100%	F	3				X	
LAH 4930	Slavery in the Atlantic World Students sample a mixture of contemporary sources and classic historiography relating to the history of slavery in the Atlantic world between the 16th and 19th centuries. 75% LAC case studies. Cross-listed as HIS 4930.	Geggus	75%	S	3	10		X	X	
LAH 4930	Latin America and the Cold War Students will weigh the relative importance of different political, social, racial, and economic factors in determining short- and long-term historical outcomes of the Cold War on Latin America.	Guerra	100%	F				X		
LAH 4930	Rebellion and Revolution in Mexico A review of the social, religious, and political conflicts in Mexico from colonial times to the present.	Altman	100%	S	3				X	
LAH 4930	Race and Slavery in Brazil History of slavery in Brazil from its inception in the 1500s until abolition.	Needell	100%	F	3				X	
LAH 5438	Modern Mexico Topics in Mexican history from independence in 1821 to the present with emphasis on the Diaz dictatorship and the Mexican	Thurner	100%	F	3				X	
LAH 5527	Andean Nations Anthropological and political history of the postcolonial Andean region, including the republics of Venezuela, Colombia, Ecuador, Peru and Bolivia.	Thurner	100%	S					X	
LAH 5607	History of Amazonia Historical analysis of the Amazon, especially for students interested in the issues confronting the region today.	Needell	100%	F	3				X	
LAH 5637	Brazil after 1750 Colonial reform; independence and origins and achievements of Brazilian monarchy; "modernization" and neo-colonialism; slavery, the military, and emergence of oligarchical republic; legacy of dictatorship and populism.	Needell	100%	S	3		1			
LAH 5933	Topics in Caribbean History Introduction to historiography of the Caribbean from pre-Columbian times to present.	Geggus	100%	F	3		6			

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LAH 5934	The History of Cuba and Puerto Rico Provides a deep knowledge of the complex realities of Cuban and Puerto Rican societies, helping to reveal how the past (especially slavery and imperialism) affected what was—and is—politically and economically possible to achieve in these countries. <i>Cross-listed as LAH 3931.</i>	Guerra	100%	F	3		2	X		
LAH 5934	Iberian Atlantic World The early modern Atlantic world, a milieu shaped by the process of Iberian expansion and the complex interactions among	Altman	75%	S	3				X	
LAH 5934	Jewish Diaspora in Latin America Explores the causes, culture, and experience of Jewish immigrants and exiles in the Caribbean and Latin America from the colonial era to the present. <i>Cross-listed as LAH 3931.</i>	Guerra	100%	S	3		1		X	
LAH 5934	Museums and Modernity Takes a historical and anthropological approach to the interdisciplinary field of inquiry and criticism known as "Museum Studies."	Turner	25%	S	3		2		X	
LAH 6934	Seminar on Colonial Spanish America A survey of the formation of Spanish and Portuguese imperial systems and colonial societies in America in the 16th, 17th and 18th centuries.	Altman	100%	S, F	3			X		
LAH 6936	Seminar on the History of Brazil A study of the major historical works of Brazilian history from colonial times to the late twentieth century.	Needell	100%	S	3				X	
LAH 6938	Seminar on Modern Spanish America Analysis of post-colonial Latin America, including contemporary challenges to traditional structures; revolution and evolution.	Turner	100%	F	3			X		
WOH 4254	Nations and Nationalism Study of the modern genesis of the nation and the nation-state in the Americas, Europe, Asia and Africa. Particular emphasis on European imperialism and colonial and postcolonial nationalisms around the globe. 25% LAC case studies.	Turner	25%	S	3	27			X	
Subtotal						415	27			
Honors										
IDH 3931	Culture of Nicaragua Students are introduced to various aspects of Nicaraguan culture and history through field trips, lectures and course readings.	Fogarty	100%	Su	3	9			X	
IDH 3931	NGOs and Grassroots Development in Nicaragua Coverage of the latest social science research on non-governmental organizations as agents of culturally appropriate development. Case studies provided of NGOs working in transnational development in Nicaragua.	Fogarty	100%	Su	3	9			X	
IDH 3931	Global Environmental Issues An exploration of environmental issues at all levels. The course will cover issues such as availability of clean water, clean air, growth or decrease in human populations, biodiversity, conservation, environmental hazards, waste disposal, and how human populations use energy.	Nation	25%	F	3	11		X	X	
IDH 3931	(Un)Common Reading Program: Eco-Senses Following the book, <u>The Sacred Balance: Rediscovering Our Place in Nature</u> by environmentalist David Suzuki, this course develops ideas on the interconnectivity between humans and the environment.	Holmes	25%	S	1	21			X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
IDH 3931	Science and Art in the Western World Examines and debates the evidence for interaction between Western scientists and artists since the late Middle Ages.	Russo	50%	S	3	7		X		
IDH 3931	Multicultural Communication Theory and practice of multicultural and cross-cultural communication. 25% LAC case studies.	Staff	25%	F	3				X	
		Subtotal				57				
Industrial and Systems Engineering										
EIN 4905	Industrial Engineering in Chile Enhances knowledge of industrial energy management on an international level and enables students to develop overall global awareness in energy and ethics in energy efficiency through Chilean case studies.	Cardenas-Laiharar	100%	Su	3			X		
		Subtotal								
Interdisciplinary Studies										
IDS 4956	UF in Costa Rica - Green Energy and Sustainable Systems Explores sustainable systems as defined by the integrated and balanced pursuit of environmental, economic, and social goods.	Thiele	100%	S	3	16		X	X	
		Subtotal				16				
Languages, Literatures and Cultures										
SSA 4930	Black Englishes Examines the structure and socio-history of Englishes spoken by blacks in Africa and the Americas. Cross-listed as AFA 3930, L/N 4930.	Essegbey	25%	F	3	7			X	
SST 2501	African Elements in the Americas African traits in the language, religion, cuisine, music and dance of the Americas (particularly Cuba, Brazil, Haiti and Argentina).	Essegbey	100%	S	3				X	
YOT 3500	Yoruba Diaspora in the New World The scope and importance of Yoruba culture in the New World. Its role and significance in the resilience of African cultures in North America, South America and the Caribbean. 50% LAC case studies.	Staff	50%	F	3				X	
		Subtotal				7				
Latin American Studies										
LAS 2001	Introduction to Latin America Introduction to the history, culture, and politics of LA from colonial to contemporary times. Includes material from	Wood, Resende	100%	F, S	3	68		X	X	
LAS 3930	Introduction to Latin American Politics An overview of political patterns and political behavior in LA from comparative and developmental perspectives. Cross-listed as CPO 3303.	Anderson, Erickson	100%	F	3	5		X		
LAS 3930	Haitian Culture and Society Develops an understanding of Haitian culture through history, religion, anthropology, and religion.	Hebblethwaite	100%	S	3	4		X	X	
LAS 3930	Introduction to Haitian Vodou Coverage of voodoo ritual, liturgy, songs, rhythms, dancing, art, organization, values, philosophy, theology, history, and culture. Cross-listed as REL 3938.	Hebblethwaite	100%	S	3	5			X	

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LAS 3930	Religion in Latin America A survey of the main religious traditions in Latin America: native religions, Catholicism, Protestantism and African-based religions. Cross-listed as REL 3381.	Blumenthal	100%	F	3	8		X		
LAS 3930	Latin America and the US A survey of the relations between Latin America and the U.S. Cross-listed as LAH 3931.	Brown	100%	F	3			X		
LAS 4905	Individual Work Independent study of a Latin American topic that cuts across disciplines, conducted under the supervision of a faculty member affiliated with CLAS.	Various	100%	F, S	Varies	9		X	X	
LAS 4905	UF Internship - Curitiba Provides students the opportunity to apply previously learned business concepts and cross-cultural problem solving skills beyond the classroom in a foreign workplace while working on a specific project. Cross-listed as LAS 6905.	Risner	100%	Su	3	1		X	X	
LAS 4905	Retailing in Brazil Provides students the opportunity to apply previously learned business concepts and cross-cultural problem solving skills beyond the classroom in a foreign workplace while working on a specific project. Cross-listed as LAS 6905.	Risner	100%	Su	Varies	2		X	X	
LAS 4930	Exploring Gender in Latin America The articulation of gender in urban, contemporary Latin America. Draws upon anthropology and gender studies. Cross-listed as WST 3930.	Staff	100%	S	3				X	
ANT 4935	Afro-Latin America A survey of peoples of African descent in Latin America and the Caribbean. Includes material from anthropology, linguistics, history, and gender studies. Cross-listed as ANT 4930.	Staff	100%	Su	3				X	
LAS 4935	US and Latin American Relations A broad analysis of the history of US relations with Latin America, giving special emphasis to the period since the Monroe doctrine and the role of that policy in broader diplomacy. Cross-listed as LAS 6938.	Coniff	100%	S	3			X		
LAS 4935	José Martí and the US José Martí and his historical, literary, and cultural legacy in the context of the North American experience. Cross-listed as LAS 6938.	Fountain	100%	S	3			X		
LAS 4935	The Amazon An introduction to the history, ecology and current issues related to Amazonian conservation and development policies, with emphasis on Brazil. Cross-listed as LAS 6938.	Schmink	100%	S	3	3			X	
LAS 4935	The Contemporary Left & Democracy in Latin America An analysis of the nature and causes of the current "left turn" in Latin America, and its implications for democracy and democratic consolidation. Cross-listed as LAS 6938.	Balderacchi	100%	F, S	3	27		X		
LAS 4935	Violence & Crime in Latin America An examination of the historical, social, political, cultural and economic aspects of violence and crime in present-day Latin America. Cross-listed as ANG 6930, ANT 4930, LAS 6938.	Jusionyte	100%	F	3	9		X		
LAS 4935	Peoples of Brazil This course takes a fresh look at the peoples of Brazil by exploring the history, culture, and contemporary issues facing Latin America's richest and most populous nation and site of the 2101 Earth Summit, the 2014 FIFA World Cup, and the 2016 Olympiad. Cross-listed as ANG 5336, LAS 6938.	Resende	100%	F	3	10		X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LAS 4935	Children in Developing Countries Analyzes realities and debates concerning children's lives and welfare in developing countries, with particular focus on Sub-Saharan Africa and Latin America. Cross-listed as AFS 4935.	Serra	50%	S	3	8			X	
LAS 4935	Contemporary Problems in Latin America The analysis of major themes and issues in the study of Latin American politics: democratic transitions, economic restructuring, social movements, civil-military relations and political violence. Cross-listed as LAS 6938.	Anderson	100%	S	3	4			X	
LAS 4935	Emergent Brazil An interdisciplinary exploration of the contemporary emergence of Brazil as global economic, geopolitical, cultural, and religious power.	Vasquez	100%	S	3	11				
LAS 4935	Law and Order in Latin America Uses anthropological approaches to examine institutions, regimes and processes that define and maintain law and order in Latin America. Cross-listed as ANG 6930, ANT 4930, LAS 6938.	Jusionyte	100%	S	3	10			X	
LAS 4935	Race and Nation in Latin America Explores the various discourses surrounding race and ethnicity in Latin America tracing these from the colonial period to the contemporary context. Cross-listed as ANG 6930, ANT 4930, LAS 6938.	Resende	100%	S	3	11			X	
LAS 4935 FLAC	Music and the Construction of Brazilian Identity An examination of the historical and regional developments of Brazilian music and the role of music in creating Brazilian identity. Taught in Portuguese.	Tremura	100%	F	3			X	X	
LAS 4935	Guitar in Latin American Culture The history of LA modern classical guitar, as well as musical and cultural aspects of guitar music and repertoires. Cross-listed as LAS 6938, MUH 6545.	Tremura	100%	F	3				X	
LAS 4935	Latin American Science Fiction and Fantasy Literature Attention to science fiction of Spanish America and Brazil, including taxonomy of the genres, cultural myths, and deconstruction of stories. Cross-listed as PRT 3930.	Ginway	100%	S	3				X	
LAS 4935	Cuban Agriculture The recent history and current directions of agriculture in Cuba, including the social, technical and economic aspects of Cuban farming. Includes material from sociology, farming systems, and economics.	Royce	100%	S	3				X	
LAS 4935	Agricultural Cooperatives in Latin America Evaluates the potential and limits of the agricultural production cooperative model as an economic and social development alternative for small farmers in LA. Includes material from agricultural sciences, economics, and development studies.	Royce	100%	S	3				X	
LAS 4935	Art and Literature in Latin America Studies the relationship between visual art and literature in Latin America from pre-Hispanic times to the present. Cross-listed as LAS 6938.	Barradas	100%	S	3	6				
LAS 4935	Gender in Latin American Development Examination of the 20th century economic history of Latin America from the perspective of gender and gender relations, including microfinance programs targeted at women, the measurement of women in poverty, and gender in international migration.	Deere	100%	F	3			X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LAS 4935	Latino/a Culture Investigates the development of Latino/a culture in the US as seen through three different Hispanic groups: Chicanos, Cuban-Americans, and Neoricans, using different expressions such as religion, music, art, and literature, and taking into account their countries of origin. 25% LAC case studies. Cross-listed as LAS 6938.	Barradas	25%	F	3	9		X	X	
LAS 4935	Latin American & Caribbean Migration to the US After a general introduction to some of the key theoretical concepts and the historical processes underlying immigration to the U.S., the course focuses in depth on selected immigrant groups from Latin America and the Caribbean. Cross-listed as CPO 4722, LAS 6938.	Williams	100%	F	3	13		X	X	
LAS 4935	Latin American Thinkers A survey of the most important ideas in Latin American thought from the end of the 18th century to the present. Includes material from cultural studies, literature, and the arts. Cross-listed as LAS 6938	Barradas	100%	S	3			X		
LAS 4956	Business in Brazil Issues and concepts related to conducting business in Brazil, including cultural aspects. Includes classroom discussions and lectures, as well as site visits to Brazilian companies and financial institutions.	Staff	100%	Su	3				X	
LAS 6220	Issues and Perspectives in Latin America Discussion of key contemporary issues for development and democracy in LA. Focus on the historical roots of LA's dilemmas and challenges, from the perspective of economic growth, democracy building, environmental sustainability, cultural diversity and social justice.	Brown	100%	S	3		11	X	X	
LAS 6290	Biocultural Diversity Coverage of the concept of biocultural diversity as well as implications of for conservation in the tropics. Readings and discussions draw from the social and the biological sciences. 75% LAC case studies.	Stepp	75%	F	3				X	
LAS 6290	Ethnoecology A seminar providing an overview of foundational literature with an emphasis on how indigenous and small-scale societies know and utilize natural resources and the implications for conservation and development. 50% LAC case studies.	Stepp	50%	S	3			X		
LAS 6290	Development Theory and Practice The emergence and critiques of different theories and concepts of development, and practical perspectives on key issues related to development in LA.	Schmink	100%	F	3			X	X	
LAS 6290	Interdisciplinary Research and Practice An exploration of theories, methods, and applications of interdisciplinary research between disciplinary fields in the biophysical and social sciences.	Athayde	50%	S	3			X	X	
LAS 6290	Community Forest Management The sustainability of different patterns and trends of tropical resource use and conservation, and the socioeconomic, biological, and political factors that affect community forestry. Includes material from forestry and the social sciences. 75% LAC case studies. Cross-listed as FOR 6628.	Kainer	75%	F	3		7	X	X	
LAS 6291	Conservation Entrepreneurship Application of management skills to projects, programs and organizations that address environmental conservation. Includes material from tropical conservation and management. 75% LAC case studies.	Buschbacher	75%	F	3				X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LAS 6291	Conflict and Collaboration Management Development of skills relevant to the realities of conflict and collaboration management in tropical resource management. Includes material from human resource and natural resource management. 75% LAC case studies.	Dain	75%	S	3		21		X	
LAS 6291	Impact of Conservation and Development Policies Analysis of political processes involved with achieving policy reform for conservation and sustainable development with case studies from the Brazilian Amazon and north-central Florida. Materials from policy studies and environmental sciences.	Buschbacher	50%	F	3				X	
LAS 6291	Facilitation Skills for Adaptive Management Strengthening learning, dialogue and facilitation skills for supporting collaborative conservation and development projects. Includes material from human resource and natural resource management. 75% LAC case studies.	Dain	75%	F	3			X		
LAS 6291	Communication and Leadership Skills This applied skills course will help participants strengthen collaborative Leadership. Learning. Facilitation and Communication skills for supporting development and conservation programs and projects. 50% LAC case studies.	Dain	50%	F	3		18	X	X	
LAS 6291	Fundraising for TCD Professionals An introduction to the diverse set of private and public sources for funding their activities and how to develop the skills needed to fundraise from these sources.	Bruna, Loisel	50%	S	3			X		
LAS 6292	Proposal Writing for Social and Biological Science Explores the research design and methods needed to write successful interdisciplinary proposals in both the social and biological sciences.	Stepp	50%	S	3		7			
LAS 6293	Design and Methods of Research Seminar designed to introduce students to the logic of scientific inquiry and the elements of research design. Surveys social science quantitative and qualitative methods and provides "hands-on" experience in research design and method. 100% LAC case studies.	Wood	100%	F	3		11	X	X	
LAS 6295	Latin American Business Environment Focus on the economic reforms and regional trade agreements of the 1990s, and the social, political and legal factors affecting business and finance.	McCoy, Gendreau	100%	F	2		24	X	X	
LAS 6905	Retailing in Brazil Provides students the opportunity to apply previously learned business concepts and cross-cultural problem solving skills beyond the classroom in a foreign workplace while working on a specific project. Cross-listed as LAS 4905.	Risner	100%	Su	2		2	X	X	
LAS 6905	UF Internship in Curitiba Provides students the opportunity to apply previously learned business concepts and cross-cultural problem solving skills beyond the classroom in a foreign workplace while working on a specific project.	Risner	100%	Su	3		4	X	X	
LAS 6905	Individual Work Independent study of a LA topic that cuts across disciplines, conducted under the supervision of a Latinamericanist faculty member.	McCoy, Ortiz	100%	F, S	Varies		5	X	X	
LAS 6938 FLAC	Music and the Construction Brazilian Identity An examination of the historical and regional developments of Brazilian music and the role of music in creating Brazilian identity. Taught in Portuguese.	Tremura	100%	F	3			X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LAS 6938	The Amazon An introduction to the history, ecology and current issues related to Amazonian conservation and development policies, with emphasis on Brazil. <i>Cross-listed as LAS 4935.</i>	Schmink	100%	S	3		10		X	
LAS 6938	Latin American Thinkers A survey of the most important ideas in Latin American thought from the end of the 18th century to the present. Includes material from cultural studies, literature, and the arts. <i>Cross-listed as LAS 4935.</i>	Barradas	100%	S	3			X		
LAS 6938	José Martí and the US José Martí and his historical, literary, and cultural legacy in the context of the North American experience. <i>Cross-listed as LAS 4935.</i>	Fountain	100%	S	3			X		
LAS 6938	Guitar in Latin American Culture The history of LA modern classical guitar, as well as musical and cultural aspects of guitar music and repertoires. <i>Cross-listed as LAS 4935, MUH 6545.</i>	Tremura	100%	F	3				X	
LAS 6938	US and Latin American Relations A broad analysis of the history of US relations with Latin America, giving special emphasis to the period since the Monroe doctrine and the role of that policy in broader diplomacy.	Coniff	100%	S	3			X		
LAS 6938	Democracy and its Competitors Analysis of democracy's components and several forms of authoritarianism such as apartheid, racism, right-wing populism, and totalitarianism. <i>Cross-listed as POS 6933.</i>	Anderson	50%	S	3			X		
LAS 6938	Human Rights and Globalization Examination of human rights policies and issues in the Americas, such as conscripted child labor, sustainable development, health promotion, equality of women, trafficking, indigenous peoples, poverty, citizenship, and economic sanctions.	Hernandez, Powell	75%	S	3		2			
LAS 6938	Anthropology of Development in Latin America The evolution of theories and practice of development and globalization in LA, including key issues in development and globalization, such as gender, social movements, institutions, conservation and sustainability.	Schmink	100%	S	3				X	
LAS 6938	Cuban Agriculture The recent history and current directions of agriculture in Cuba, including the social, technical and economic aspects of Cuban farming. Includes material from sociology, farming systems, and economics.	Royce	100%	S	3				X	
LAS 6938	Health and Policy in Latin America and the Caribbean A critical analysis of current and emerging health issues in Latin America and the Caribbean, including epidemiology, policy, and strategies for meeting health challenges. Includes material from the health sciences and social sciences. <i>Cross-listed at ANG 6930.</i>	Gravlee	100%	F	3				X	
LAS 6938	Violence & Crime in Latin America This seminar examines historical, social, political, cultural, and economic aspects of violence and crime in present-day Latin America, with an intention to determine what implications different forms of organized brutalities and illegalities have for the	Justonyte	100%	F	3		2	X	X	
LAS 6938	Latino/a Culture An investigation of the development of Latino/a culture in the US as seen through three different Hispanic groups: Chicanos, Cuban-Americans, and Neoricans, using different expressions such as religion, music, art, and literature, and taking into account their countries of origin. <i>25% LAC case studies. Cross-listed as LAS 4935.</i>	Barradas	25%	F	3		5	X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LAS 6938	MDP Development Administration An exploration of specific tools, processes and concepts linked to the praxis of development administration that will be useful for development professionals. <i>Cross-listed as AFS 6905.</i>	Galloway	50%	F	3		5	X	X	
LAS 6938	Law and Order in Latin America Uses anthropological approaches to examine institutions, regimes and processes that define and maintain law and order in Latin America. <i>Cross-listed as ANG 6930, ANT 4930, LAS 4935.</i>	Jusionyte	100%	S	3		2		X	
LAS 6938	Law and Policy in the Americas Focus on differing legal cultures, civil and common law systems, and regional judicial reform in Latin America. <i>Cross-listed as LAW 6936.</i>	Mills, McLendon	100%	S	2		10	X	X	
LAS 6938	Peoples of Brazil This course takes a fresh look at the peoples of Brazil by exploring the history, culture, and contemporary issues facing Latin America's richest and most populous nation and site of the 2101 Earth Summit, the 2014 FIFA World Cup, and the 2016 Olympiad. <i>Cross-listed as ANG 5336, LAS 4935.</i>	Resende	100%	F	3		5	X	X	
LAS 6938	Qualitative Methods Seminar covering 3 methods of collecting data: in-depth interviews, participant observation, and focus groups.	Anderson	50%	S	3		7		X	
LAS 6938	Race and Nation in Latin America Explores the various discourses surrounding race and ethnicity in Latin America tracing these from the colonial period to the contemporary context. <i>Cross-listed as ANT 4930, ANG 6930, LAS 4935.</i>	Resende	100%	S	3		6		X	
LAS 6938	Gender in Latin American Development Examination of the 20th century economic history of Latin America from the perspective of gender and gender relations, including microfinance programs targeted at women, the measurement of women in poverty, and gender in international migration.	Deere	100%	F	3		7	X	X	
LAS 6938	Trade & Human Rights This seminar will explore the premises of the trade and human rights debate from the perspectives of both free trade advocates and human rights activists. <i>25% LAC case studies.</i>	Hernandez, Powell	25%	F	3				X	
LAS 6938	Art and Literature in Latin America Studies the relationship between visual art and literature in Latin America from pre-Hispanic times to the present. <i>Cross-listed as LAS 4935.</i>	Barradas	100%	S	3		3			
LAS 6938	Ecological Principles Explores the evolutionary and ecological factors that shape patterns of biological diversity at different temporal and spatial scales.	Bruna	100%	F	3		14			
LAS 6938	Economic Development in Latin America An exploration of the forces that have shaped economic and agricultural development in Latin America. <i>Cross-listed as AEB 6933.</i>	Useche	100%	F	3		2		X	
LAS 6938	Conservation & Development in Practice Analyzes information and interprets results using diverse methodological approaches including those employed during students' 2012 field practicum projects.	Barnes, Galloway, Rheingans	50%	F	3		5	X	X	
LAS 6938	Latin American & Caribbean Migration to the US After a general introduction to some of the key theoretical concepts and the historical processes underlying immigration to the U.S., the course focuses in depth on selected immigrant groups from Latin America and the Caribbean. <i>Cross-listed as CPO 4722, LAS 4935.</i>	Williams	100%	F	3		4	X	X	

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LAS 6938	Envisioning a Sustainable Tropics An exploration of the future, what a sustainable tropics will look like, and how we get there. This course will be taught in association with the Center's annual conference.	Loisell	75%	S	3				X	
LAS 6938	Latin American Politics A systematic examination of LA politics, providing a basic foundation and understanding of the core themes in the field. Includes regime change, democratization and social movements. Cross-listed as CPO 6307.	Williams	100%	S	3			X		
LAS 6938	Foundations for Economics of Sustainable Development Provides students with key analytical tools from economics for the study of sustainable economic development. Cross-listed as AFS 6905.	Deere	50%	S	3		13	X		
LAS 6938	Foundations of Ecological Sustainable Development An in-depth look at the basic foundations of sustainability and development.	Serra	50%	S				X	X	
LAS 6938	Sustainable Development Practice Develops strong conceptual underpinnings necessary for understanding the multidisciplinary complexities of sustainable development. Cross-listed as AFS 6905.	Galloway	50%	S	3		7	X	X	
LAS 6940	Tropical Conservation & Development Practicum Design and organize an independent service-oriented project, beyond thesis research, on- or off-campus, illustrating leadership and collaboration, engaging others in workshops, outreach, and other practical activities.	Staff	75%	F	Varies			X	X	
LAS 6943	Development Theory and Practice The emergence and critiques of different theories and concepts of development, and practical perspectives on key issues related to development in LA.	Schmink, Serra	100%	F	3		10	X	X	
LAS 6971	Masters Research Individual work on completion of a Masters thesis on a Latin American topic, conducted under the supervision of a LAS affiliate faculty member.	Various	100%	F, S	Varies		20	X	X	
Subtotal						223	249			
Law										
LAW 6250	Comparative Law Cross-cultural comparison of law and the legal profession, including comparison of American and foreign case materials.	Malavet	25%	S	3		4		X	
LAW 6260	International Law An introduction to international law as applied between nations and in the US courts. 25% LAC case studies.	Hernandez	25%	F	3		34	X	X	
LAW 6262	International Trade Law Legal problems involved with the control of trade and investment by national governments and multinational agreements. Explores obligations under the World Trade Organization and NAFTA. 25% LAC case studies.	Zheng	25%	F				X	X	
LAW 6263	International Human Rights Introduction to international protection of human rights, including theoretical and practical aspects of human rights law, focusing on international, regional and domestic law contexts. 50% LAC case studies.	Hernandez	50%	S	3		20	X	X	
LAW 6264	Immigration and Nationality Law Current US immigration and nationality law. 25% LAC case studies.	Hudson	25%	S, Su	3		30	X		
LAW 6286	Latin American Antitrust A comparative analysis of Latin American antitrust, including its legal and economic underpinnings. Emphasis on Argentina, Brazil and Peru.	Sokol	100%	S	3				X	

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LAW 6298	International Trade and Environment Legal and policy issues raised by clashes between global rules promoting free trade and domestic efforts to conserve natural resources. 25% LAC case studies.	Staff	25%	F	Var				X	
LAW 6465	Conservation Clinic Practical skills course taught as part of law study abroad program in Costa Rica. Teams up US students with Latin American counterparts to work on issues of regional conservation policy significance.	Ankerson	100%	S	3			X	X	
LAW 6930	Latin American Legal Theory I Provides a theoretical framework for analyzing and interpreting debates in sociology of law, legal theory and legal history in Latin America.	Hernandez	100%	F	2				X	
LAW 6930	International Trade Law Legal problems involved with the control of trade and investment by national governments and multinational agreements. Explores obligations under the World Trade Organization and NAFTA. 25% LAC case studies.	Powell	25%	F	3				X	
LAW 6930	Law of NAFTA Provides an in depth analysis of the regional trade area of most importance to the US, NAFTA, through the study of its historical background and its impact in different areas.	Powell	50%	S	3				X	
LAW 6930	Comparative Environmental Law in the Americas How different legal systems treat similar environmental and land use legal and policy issues, using the legal systems of Costa Rica, the US and Florida as primary examples.	Ankersen	25%	Su	2				X	
LAW 6930	Conservation Clinic Practical skills course taught as part of law study abroad program in Costa Rica. Teams up US students with Latin American counterparts to work on issues of regional conservation policy significance.	Ankersen	100%	S	2		1	X	X	
LAW 6930	UF in Costa Rica - Law Offers courses in Comparative and International Watershed Management: Law, Science and Policy, International Comparative Environmental Law, and an International and Comparative Environmental Law Skills Lab.	Ankersen, Hamann, Paniagua	100%	Su	3		8	X	X	
LAW 6930	Asylum and Refugee Law An introduction to asylum and refugee law through coverage of topics such as the international origins of refugee law, persecution, gender-based asylum claims, and the process of asylum adjudications.	Ray	25%	Su	3		33	X	X	
LAW 6930	Doing Business in Latin America Explains the main legal aspects to the Latin American business environment with emphasis upon Brazil, the 6th largest economy in the world.	Andrade	100%	F	2		22	X	X	
LAW 6930	International Business Transactions Examines the legal and business aspects of doing international business including international technology transfers, foreign direct investment, and international dispute settlement.	Zhang	25%	S	3		40	X	X	
LAW 6930	International Sales Law Focuses on the scope and applicability of the Convention on Contracts for the International Sale of Goods (CISG); formation of the sales contract; performance of the contract, and judicial and non-judicial remedies.	Dawson	25%	Su	2		16		X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LAW 6930	International and Comparative Environmental Law Examines issues of relevance to Costa Rica and Latin America such as climate change, transboundary and shared resources, intellectual property and biodiversity, trade and the environment, forestry, and human rights and the environment.	Ankersen	100%	Su	2		8		X	
LAW 6930	International Commercial Arbitration Moot Instructs students in the processes of international commercial arbitration through participation in a world-wide competition among over 150 law schools.	Dawson	25%	F	3		21		X	
LAW 6930	International Trade and Human Rights This seminar explores the premises of the trade and human rights debate from the perspectives of both free trade advocates and human rights activists. 50% LAC case studies.	Hernandez, Powell	50%	Su	2		16		X	
LAW 6930	International Criminal Law Focuses on international law regarding serious criminal offenses, such as genocide and crimes against humanity, as well as domestic crime which has international implications.	Jacobs	25%	S	3		13	X	X	
LAW 6930	International and Comparative Environmental Law Skills Lab Teaches skills related to consultancy work such as: structuring reports, conducting stakeholder analysis, preparing substantive and strategic recommendations, and making effective presentations.	Stocks	25%	Su	2		8		X	
LAW 6930	Study Abroad Brazil Shapes professionals for contemporary law issues with strong concentration in Constitutional law, Commercial law, Civil law, International law, Criminal law and Labor law as well as the respective procedural spheres.	Inman	100%	F	4		4	X	X	
LAW 6930	Sustainable Development An exploration of the legal aspects of sustainable development.	Ankersen	50%	S	2		12		X	
LAW 6930	UF in Belize Explores the nexus between neo-tropical migratory birds in Belize and Massachusetts that provided the justification for the use of Natural Resource Damages Act settlement funds.	Ankersen	100%	S	3		12	X		
LAW 6936	Law, Science and Policy The intersection of law, science and policy in domestic and international contexts, including issues of biopiracy and intellectual property rights. 25% LAC case studies.	Nagan	25%	S	2				X	
LAW 6936	Law and Policy in the Americas Focus on differing legal cultures, civil and common law systems, and regional judicial reform in Latin America. Cross-listed as LAS 6938.	Mills, McLendon	100%	S	2		10	X	X	
LAW 6936	International Financial Crimes Examines laws, executive orders, International agreements, and judicial decisions impacting upon national as well as transnational illicit money transfers especially within the context of terrorism funding.	Baldwin	25%	F	2		21	X	X	
LAW 6936	International Children's Rights Explores the concept of childhood itself, what human rights violations children face today and the role that gender plays in determining the life chances of children.	King	25%	F	2		19			
LAW 6936	Selected Issues in Human Rights The seminar provides an overview of the idea of globalization and the specific place of human rights within this context.	Nagan	25%	F	2				X	
Subtotal										352

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
Linguistics										
LIN 4656	Gender and Language Language in the construction of sex and gender roles within a culture. Grammaticalization of gender in languages of the world. Includes material from linguistics and gender studies. 25% LAC content. Cross-listed as LIN 5657, WST 4930, WST 6935.	Boxer	25%	F	3			X	X	
LIN 4930	Black Englishes An introduction to the Englishes spoken by blacks in Africa and the Americas. Students learn about their structure and sociohistory as well as learn concepts like "dialect," "pidgin" and "creole." 25% LAC case studies. Cross-listed as AFA 3930, SSA 4930.	Essegbey	50%	F	3	16			X	
LIN 4930	Introduction to Haitian Creole Linguistics Examination of the major subfields of linguistics by means of the Haitian Creole language. Cross-listed as HAT 3700.	Hebblethwaite	100%	F	3	10		X	X	
LIN 5657	Gender and Language Language in the construction of sex and gender roles within a culture. Grammaticalization of gender in languages of the world. Includes material from linguistics and gender studies. 25% LAC content. Cross-listed as LIN 4656, WST 4930, WST 6935.	Boxer	25%	F	3			X		
LIN 6165	Field Methods Native languages of South America as a basis of linguistic analysis.	Martin	100%	F				X	X	
Subtotal						26				
Marketing										
MAR 4156	International Marketing Analysis of economic, social, and cultural issues affecting marketing management in the international environment.	Gao	25%	S	3	25		X		
MAR 6157	International Marketing Analysis of economic, social, and cultural issues affecting marketing management in the international environment.	Xie	25%	F	3		61	X	X	
MAR 6930	Retailing and Emerging Markets An exploration of retail structure, retail business environments, retailing concepts and strategies applied in emerging markets, and consumer dynamics and trends that are emerging.	Oh, Parente	50%	S	3		27	X	X	
Subtotal						25 88				
Mass Communication										
MMC 5306	International Communications Analyzes the institutions and practices that structure the form and content of global communications.	Ostroff	25%	S			6	X	X	
MMC 5315	Survey of Foreign Correspondence Nature and history of foreign correspondence. Impact on nations and international relations. 25% LAC case studies.	Kaplan	25%	S	3				X	
MMC 5708	Foundations of Intercultural Communication The influence of context and power, as well as the dialectical tension involved in intercultural interactions. 25% LAC examples.	Leslie	25%	F, S	3		42		X	
MMC 6936	Global Activism and Social Change Communication Explores activism and social change from a local and global perspective as it manifests via popular media and community action.	Castillo	25%	Su	3		5		X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
MMC 6936	Advanced Journalism: Latin America Students spend one week in the field working in teams to document life in LA through film and writing.	Kaplan	100%	F, S	Varies				X	
		Subtotal					53			
Music										
MUH 2501	Introduction to World Music Introduction to music of non-western cultures in comparison with music of Western European civilizations; the nature of music and the realm of ethnomusicology. 25% LAC case studies.	Staff	25%	F, S, Su	3	535		X	X	
MUH 3541	Latin American Music The varied musical expressions of Latin America, their historical formations and social importance.	Tremura	100%	S	3				X	
MUH 5505	Introduction to Ethnomusicology Field research, use of oral, written, and media sources, transcription and analysis, and interpretative techniques. 25% LAC case studies.	Crook	25%	F	3			X	X	
MUH 6545	Guitar in Latin American Culture The history of LA modern classical guitar, as well as musical and cultural aspects of guitar music and repertoires. Cross-listed as LAS 6938, LAS 4935.	Tremura	100%	F	3				X	
MUH 6548	Seminar in Caribbean Music Examination of historical, social, and aesthetic dimensions of Caribbean music and music making.	Crook	100%	S	3			X		
MUH 6549	Seminar in Brazilian Music Examination of historical, social, and aesthetic dimensions of Brazilian music and music making.	Crook	100%	S	3		10		X	
MUN 1491	Steel Drum Ensemble Development of performance skills in various components of Caribbean steel drum ensemble, discussing historical and cultural aspects of the art form.	Broadway	100%	F, S	1	10		X	X	
MUN 2800	World Music Ensemble The rehearsal and performance of folk and pop music of Brazil. Includes instrumental and voice performance. Cross-listed as MUN 6010.	Crook, Tremura	100%	F, S	1	25		X	X	
MUN 3494	Steel Drum Ensemble Development of performance skills in various components of Caribbean steel drum ensemble, discussing historical and cultural aspects of the art form.	Broadway	100%	F, S	1	25		X	X	
MUN 6010	World Music Ensemble The rehearsal and performance of folk and pop music of Brazil. Includes instrumental and voice performance. Cross-listed as MUN 2800.	Crook, Tremura	100%	F, S	1			X	X	
MUN 6495	Steel Drum Ensemble Development of performance skills in various components of Caribbean steel drum ensemble, discussing historical and cultural aspects of the art form.	Broadway	100%	F	1		2		X	
MUN 6496	World Music Ensemble The rehearsal and performance of folk and pop music of Brazil.	Crook, Rocha	100%	F	1		1			
MUS 4905	Brazilian Music Instruments Intensive study of Brazilian music and musical instruments.	Rocha	100%	Su	1		1	X		
		Subtotal				595	14			
Nursing										

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
NUR 4905	Nursing in the Yucatan Students utilize nursing knowledge, theory and research findings to describe how nurses and healthcare function in Yucatan, Mexico.	Stacciarini	100%	S	1	9			X	
		Subtotal				9				
Political Science										
CPO 2001	Comparative Politics The classification of political systems according to institutional and developmental characteristics. Comparison of contemporary political institutions and processes in specific countries. 25% LAC case studies.	Bernhard, Kreppel, Woods	25%	F,S,Su	3	491		X	X	
CPO 3303	Introduction to Latin American Politics An overview of political patterns and political behavior in LA from comparative and developmental perspectives. Emphasis on the social, economic and political factors shaping contemporary political structures and processes. Cross-listed as LAS 3930.	Anderson, Erickson	100%	F	3	5		X	X	
CPO 4034	Developing Nations A general introduction to politics in third world states, examining common problems and the various strategies for dealing with them. 25% LAC case studies.	Baldwin, Smith	25%	F,S	3	58		X	X	
CPO 4306	Contemporary Problems in Latin America The analysis of major themes and issues in the study of Latin American politics: democratic transitions, economic restructuring, social movements, civil-military relations and political violence. 50% LAC case studies. Cross-listed as LAS 4935.	Anderson	100%	S	3	15			X	
CPO 4722	Latin American & Caribbean Migration to the US After a general introduction to some of the key theoretical concepts and the historical processes underlying immigration to the U.S., the course focuses in depth on selected immigrant groups from Latin America and the Caribbean. Cross-listed as LAS 4935, LAS 6938.	Williams	100%	F	3			X		
CPO 4731	Democratization in Global Perspective Familiarizes students with issues characterizing democratization literature including factors favoring or undermining the establishment of democracy, such as economic development, culture, and civil society.	Balderacchi	25%	S	3	34		X	X	
CPO 4793	Environmental Politics in the Global South Examines the politics of environmental degradation in countries of the global south, a.k.a. the developing world, through case studies of Amazonian deforestation in Brazil, and others.	Schwartz	50%	S	3	13		X	X	
CPO 5935	Advanced Topics on Comparative Politics Gives students a broad understanding of the field of comparative politics and to introduce them to the current debates and research concerns in the field.	Staff	25%	F	3			X	X	
CPO 6091	Introduction to Comparative Policy Analysis Introduction to major theoretical and methodological approach to study of comparative politics. 25% LAC case studies.	Anderson	25%	F	3		16		X	
CPO 6307	Latin American Politics A systematic examination of LA politics, providing a basic foundation and understanding of the core themes in the field. Includes regime change, democratization and social movements. Cross-listed as LAS 6938.	Williams	100%	S	3			X		

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
CPO 6732	Democratic Regime Transition Review of structural, institutional, and cultural dimensions of democratization. 25% LAC case studies.	Staff	25%	S	3			X		
INR 2001	International Relations Introduction to the study of international relations that will help students acquire analytical tools to understand international politics. 25% LAC case studies.	D'Anieri, Nolan, Selden	25%	F, S, Su	3	879		X	X	
INR 3034	Politics of the World Economy International trade, finance and investment issues in the global political economy and their importance for advanced industrial and less-developed countries. 25% LAC case studies.	Brown	25%	F	3			X		
INR 3502	International Institutions Develops an understanding of global governance and the role international institutions assume in this governance system.	Gokkir	25%	S	3	49			X	
INR 3603	Theories of International Relations Introduces students to the main theoretical approaches to international relations and critically assesses claims to truth and knowledge that such approaches offer.	Hozic, Arfi	25%	F, S	3	99		X	X	
INR 4035	Poor and Rich Countries in the World System Explores the economic, social, and political linkages and interdependencies between and among less- and more-developed countries in the global system predominantly from the former's perspective.	Brown, Smith	25%	F, S	3	50			X	
INR 4083	War and Peace in World Politics Using the historical case of World War I as a common thread, this course familiarizes students with important theoretical perspectives on the origins of international war.	Oren	25%	F, Su	3	130		X	X	
INR 4204	Comparative Foreign Policy Introduces students to the variety of ways in which the foreign policies of states can be explained.	Oren	25%	S	3	10			X	
INR 4244	International Politics of Latin America An analysis of the international politics of LA, includes relations with the US and non-hemispheric powers as well as the foreign policies of LA states vis-à-vis each other.	Margheritis, Funk	100%	S	3	24		X		
INR 4350	International Environmental Relations Considers the special problems posed by environmental collective action for international policymakers, some of the primary actors and organizations involved in addressing environmental problems, and selected international environmental issues. 25% LAC case studies.	Gokkir	25%	F	3	24		X	X	
INR 6039	International Political Economy This course introduces and explores the relationships between political and economic processes in the international system from the perspective of various stakeholders.	Hozic	25%	S	3		19		X	
POL 4931	Politics of Immigration A detailed look into the politics of immigration from the perspective of various stakeholders.	Leverly	25%	S	3	41		X	X	
POS 4931	The Contemporary Left & Democracy in Latin America An analysis of the nature and causes of the current "left turn" in Latin America, and its implications for democracy and democratic consolidation. Cross-listed as LAS 4935.	Balderacchi	100%	F, S, Su	3	6		X	X	
POS 4931	Modern Mexico General overview of Mexican politics, including the downfall of the PRI and the arrival of democracy in Mexico.	Anderson	100%	F	3				X	
POS 6933	Democracy and Competitors Analysis of democracy's components and several forms of authoritarianism such as apartheid, racism, right-wing populism, and totalitarianism. Cross-listed as LAS 6938.	Anderson	50%	S	3			X		

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
Subtotal						1928	35			
Portuguese										
POR 1130	Beginning Portuguese 1 The sequence POR 1130 and POR 1131 is the basic course in Portuguese stressing the language as spoken in Brazil.	Staff	100%	F, S	5	44	2	X	X	X
POR 1131	Beginning Portuguese 2 Focus on the four skills of language acquisition: speaking, writing, listening and reading to give students the tools for basic proficiency in Brazilian Portuguese.	Staff	100%	F, S	5	38		X	X	X
POR 3010	Introduction to Portuguese and Brazil Designed for those with knowledge of another Romance language (usually Spanish).	Staff	100%	F, S, Su	5	91	9	X	X	
POR 3224 FLAC	Business Portuguese Discussion of business practices in Brazil, including issues of culture and languages.	Losch	100%	S	1	19	2	X		
POR 3224 FLAC	Favelas Introduction to the complex and diverse culture of urban Brazil, particularly the favelas of Rio de Janeiro.	Ginway	100%	F	1				X	
POR 3242	Oral and Written Practice An intermediate course, emphasizing all four skills, consists of printed and electronic readings, writing of essays and note taking, oral discussion and student presentations, lab activities, and grammar review.	Perrone	100%	S	3	24	3	X	X	
POR 3243	Composition and Conversation An intermediate course with continued expansion of vocabulary, review of essential grammar and structures and development of reading, writing and speaking skills.	Perrone	100%	F	3	23	1	X	X	
POR 3500	Luso-Brazilian Civilization and Culture Introduction to the central historical events, political institutions, intellectual currents and artistic movements in the foundation and development of Portugal, Brazil and Lusophone Africa. Draws on history and literature. 50% LAC case studies.	Perrone	50%	S	3				X	
POR 3502	Brazilian Culture Introduction to the study of modern cultural forms, including folk pageantry, performance arts, literature, film, and television.	Perrone	100%	Su	3				X	
POR 3502	UF in Rio - Language and Culture Intensive study of Portuguese and Brazilian culture in Rio de Janeiro, Brazil. This course is Summer FLAS-eligible.	Perrone	100%	Su	3	26		X		
POR 3502	Portuguese Language for Specific Purposes Course designed to provide students with profession-specific language skills, while building cultural background and communicative proficiency	Various	100%	F, S, Su	Varies				X	X
POR 4956	Brazilian Portuguese Intensive oral and written Portuguese language courses taught in Rio de Janeiro for study abroad programs.	Staff	100%	Su	3				X	
POW 3100	Survey of Portuguese Literature Literature written in Portuguese by major authors from Portugal, Brazil and Lusophone Africa. Primary emphasis on narrative and comparisons of developments in Portugal and the former colonies. 50% LAC case studies.	Ginway	50%	F	3	15	1		X	
POW 3130	Intro to Brazilian Literature 1 A survey of literary production in Brazil 1500-1900, including the literature of Discovery, colonial manifestations, and the major works of Romanticism, Realism and Parnassianism.	Perrone	100%	F	3			X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
POW 3131	Intro to Brazilian Literature 2 A survey of twentieth-century literary movements: premodernism, modernism and regionalism in prose and poetry, with an emphasis on the fiction of contemporary writers.	Ginway	100%	S	3			X		
POW 4454	19th Century Brazilian Literature An overview of 19th century Brazilian literature with emphasis on prose fiction.	Ginway	100%	F	3	8	1		X	
POW 4905	Individual Work Independent study of a Portuguese topic, conducted under the supervision of a Portuguese faculty member.	Ginway, Perrone	100%	S	Varies	1	1	X	X	
POW 4930	Introduction to Portuguese Linguistics An introduction to the basic concepts and analytical techniques of linguistics, applied specifically to the Portuguese language.	Cabrelli	100%	F	3				X	
POW 4930	Crime Detective Fiction Conventions of crime and detective fiction, history of the genre in Brazil, and adaptation of the genre to Brazilian reality.	Ginway	100%	F	3			X		
POW 4930	Music and Literature Select cases of fiction and lyric in Brazil, from the late 19th to the late 20th century. Stories and novels with significant musical substance and songwriting with literary interest.	Perrone	100%	S	3				X	
POW 4930	Brazilian Science Fiction Analyzes Brazilian science fiction as a tool for discovering and describing the South American nation's experience of modernization.	Ginway	100%	F	3				X	
POW 4930	Literature of the Brazilian Northeast An examination of the foundations and major manifestations of expressive culture in the Northeast of Brazil.	Perrone	100%	S	3			X	X	
POW 4930	Cross-listed as POW 6930. Nationalism and Brazilian Music This course examines historical, political, social, religious, and aesthetics aspects of Brazilian music: framing the musical phenomena within various socio and cultural contexts throughout Brazilian history.	Ferraz	100%	S	3	15	3		X	
POW 6905	Individual Work Independent study of a Portuguese topic, conducted under the supervision of a Portuguese faculty member.	Ginway, Perrone	100%	F, S, Su	Varies		10	X	X	
POW 6930	Modernist Movement in Brazilian Literature Essays, lyric, and fiction of the 1920s and 1930s in search of national identity and artistic autonomy.	Perrone	100%	S	3		5		X	
POW 6930	19th Century Brazilian Literature An overview of 19th century Brazilian literature with emphasis on prose fiction.	Ginway	100%	F	3		2		X	
POW 6930	Brazilian Science Fiction Analyzes Brazilian science fiction as a tool for discovering and describing Brazil's experience of modernization.	Ginway	100%	F	3				X	
POW 6930	Music and Literature Select cases of fiction and lyric in Brazil, from the late nineteenth to the late twentieth century. Stories and novels with significant musical substance and songwriting with literary interest.	Perrone	100%	S	3				X	
POW 6930	Literature of the Brazilian Northeast An examination of the foundations and major manifestations of expressive culture in the Northeast of Brazil.	Perrone	100%	S	3			X	X	
	Cross-listed as POW 4930.									

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
POW 6930	Rotating Topics on Brazilian Literature and Culture Diverse themes of the Lusophone world, including the Portuguese Modernism, the Brazilian Northeast, the Afro-Brazilian world, the culture of dictatorship, popular music, science fiction, postmodernism, or focus on major authors	Staff	100%	F	3		1	X		
PRT 3391	Brazilian Cinema Analysis of selected films and comparison of rural and urban settings from 1959 - the present.	Ginway	100%	S		14	1			
PRT 3930	Latin American Science Fiction and Fantasy Literature Attention to science fiction of Spanish America and Brazil, including taxonomy of the genres, cultural myths, and deconstruction of stories. <i>Cross-listed as LAS 4935.</i>	Ginway	100%	S	3				X	
PRT 3930	Women's Literature of Brazil The main objectives are to appreciate the wealth of women's literature in Brazil and to apply concepts of gender criticism to the case of Brazil.	Perrone	100%	S	3			X		
Subtotal						318	42			
Public Health										
PHC 3440	Global Public Health Introduces students to the main concepts of the public health field and the critical links between global health and development.	Dorff, Vonficken	25%	S	3	64		X	X	
PHC 5946	UF Internship in Haiti (Public Health) Focuses on detection and management of environmental hazards, prevention and control of communicable diseases, and school health.	Madsen Beau de Rochars	100%	F, S	3		4	X	X	
PHC 6762	International Public Health International differences in the distribution and determinants of disease and health, and interventions aimed at improving health status.	Burns	25%	S	3		11		X	
Subtotal						64	15			
Public Relations										
PUR 4404C	International Public Relations An analysis of the impact of international activities on the public relations function. 25% LAC case studies.	Molleda, Pelfrey, Kochhar	25%	F, S	3	71		X	X	
PUR 4932	Global Social Change Communications Through case studies and the application of theory, this course studies the core elements of strategic communications to support global social change.	Searight	25%	Su	3	14			X	
PUR 6608	International Public Relations Discusses the global issues affecting the public relations profession, the specialized practices, and the engagement of stakeholders. Addresses the subjects of diversity and multiculturalism.	Molleda	25%	F	3		67		X	
PUR 6608	Strategic Public Relations Management: International Perspectives Analyzes the main issues affecting the management of public relations function in transnational organizations. 25% LAC case studies.	Molleda	25%	S	3				X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
PUR 6934	Communication for Development and Social Change Theory and practical applications for local and global public relations for development and social change. Corporate social responsibility and multi-sector partnerships also explored. Includes materials from public relations and development theory. 25% LAC case studies.	Martinez	25%	S	3				X	
Subtotal						85	67			
Religion										
REL 2388	Indigenous Religions of the Americas Introduces the student to the historical and contemporary religious beliefs and practices of Native peoples of North, Central and South America. Cross-listed as ANT 3930.	Puckett, Wright, Zhang	75%	S	3	36				
REL 2388	Native American Religions Focuses on the religious values, attitudes and norms of Native American peoples in the Americas. 25% LAC case studies. Cross-listed as ANT 3930.	Wright	25%	F	3				X	
REL 2930	Religion & Healing Focuses on 'non-conventional' healers and healing practices in various religious traditions around the globe. Cross-listed as ANT 3930.	Rodney, Wright	25%	F	3			X		
REL 3381	Religion in Latin America An examination of the main religious traditions in Latin America: native religions, Catholicism in its various forms, Protestantism and African-based religions. Cross-listed as LAS 3930.	Peterson	100%	F	3			X	X	
REL 3395	Religion and Violence Violence within religious rituals and myths, religiously motivated violence, religious interpretations of political violence, and religiously-based efforts to resolve violent conflict. 25% LAC case studies.	Peterson	25%	F	3				X	
REL 3938	Religion and Environment in the Global South An exploration of the relationship between religion, society and environmental movements as a means to understand how these relationships reflect and shape social relations. 25% LAC case studies.	Staff	25%	S	3				X	
REL 3938	Shamans, Priests and Prophets Examines the varieties of religious experiences that come under the rubric of shamanism, including spiritualities, apprenticeship, relations to cosmology, and actual practices. Material from anthropology and religion. 75% LAC case studies. Cross-listed as LAS 3930.	Wright	75%	F	3				X	
REL 3938	Religious Movements in the Americas Examines religious movements in the Americas, including the millenarian movement among indigenous Amazonians.	Wright	50%	Su	3				X	
REL 3938	Introduction to Haitian Vodou Coverage of vodou ritual, liturgy, songs, rhythms, dancing, art, organization, values, philosophy, theology, history, and culture. Cross-listed as LAS 3930.	Hebblethwaite	100%	S	3	10				
REL 3938	Indigenous Religions of the World Introduces the student to the historical and contemporary religious beliefs and practices of Native peoples of the world. Cross-listed as ANT 3930	Wright	25%	F	3	10				

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
REL 4141	Religion and Social Change An investigation of the diverse relations between religion and processes of social change. Theoretical and ethnographic case studies from around the world, including Latin America. 25% LAC case studies.	Peterson	25%	F	3			X		
REL 4936	Emergent Brazil An interdisciplinary exploration of the contemporary emergence of Brazil as global economic, geopolitical, cultural, and religious power. Cross-listed as REL 5937.	Vasquez	100%	S	3	4			X	
REL 4936	Shamanism This course examines the varieties of religious experience that come under the rubric of shamanism, including spiritualities, apprenticeship, relations to cosmology, and actual practices. Material from anthropology and religion. 75% LAC case studies.	Wright	75%	S	3				X	
REL 4936	Indigenous Cosmologies Comparative study of religions among indigenous people of South, Central, and North America, based on indigenous views of cosmogony, cosmology, the relations between humans and spirits, and schatology. 75% LAC case studies. Cross-listed as ANT 4930, ANG 6930, REL 5937.	Wright	75%	F	3				X	
REL 4936	Shamanisms and Nature Religions Discusses shamanisms in the Amazon Rainforest and the Siberian Tundra. Includes topics of neo-shamanism, environmental movements, and shamans in non-tribal settings. Cross-Listed as ANT 4930, ANG 6930, REL 5937.	Wright	50%	S	3	4			X	
REL 5143	Religion and Social Change An investigation of the diverse relations between religion and processes of social change. Theoretical and ethnographic case studies from around the world, including Latin America. 25% LAC case studies.	Peterson	25%	F	3			X		
REL 5937	Indigenous Cosmologies Comparative study of religions among indigenous people of South, Central, and North America, based on indigenous views of cosmogony, cosmology, the relations between humans and spirits, and schatology. 75% LAC case studies. Cross-listed as ANG 6930, ANT 4930, REL 4936.	Wright	75%	F	3				X	
REL 5937	Emergent Brazil An interdisciplinary exploration of the contemporary emergence of Brazil as global economic, geopolitical, cultural, and religious power. Cross-listed as REL 4936.	Vasquez	100%	S	3		2			
REL 5937	Shamanisms and Nature Religions Discusses shamanisms in the Amazon Rainforest and the Siberian Tundra. Includes topics of neo-shamanism, environmental movements, and shamans in non-tribal settings. Cross-Listed as ANT 4930, ANG 6930, REL 4936.	Wright	50%	S	3		4		X	
REL 6139	Religion in the Americas Important historical developments and contemporary expressions of religion in Latin America.	Vasquez	100%	F	3				X	
REL 6196	Globalizing the Sacred Ways in which religion shapes the current multifaceted episode of globalization. 25% LAC case studies.	Vasquez	25%	F	3				X	
REL 6387	Religions of Latin America Introduces students to the diversity of religious expressions in Latin America and the Caribbean, from the pre-colonial period to the present.	Peterson	100%	S			5			
Subtotal						64	11			
Sociology and Criminology										

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
CCJ 4934	Comparative Policing Issues in policing from comparative perspective. 25% LAC case studies.	Staff	25%	F	3				X	
CCJ 4934	Criminal Justice in Latin America The character of crime and criminal justice in LA. Specific attention to development of criminology, the construction of crime in everyday life, different types of crime, and key components of the response to crime.	Staff	100%	F	3				X	
CCJ 4934	Contemporary Issues in Criminal Justice Seminar examining current issues and problems with criminal justice.	Lanza Kaduce	25%	S	3	18			X	
CCJ 4934	Race and Crime Critically examines the different viewpoints and unreconciled positions about the current influence of racial and ethnic bias on the treatment of ethnic minority subgroups.	Hopkins	25%	Su	3	20			X	
SYA 7933	Race, Crime, and Law An analysis of the responses of the legal system to accusations that appeals to racial prejudice and the idea that, under certain circumstances, members of one race are statistically more likely to be involved in crime than members of another.	Russell-Brown	25%	F	3		3			
SYA 7933	Sociology of Latinos in the U.S. Focuses on the historical and structural forces which have shaped Latino/as' status in the US, with emphasis on these groups' relationship to important US societal institutions and their countries of origin. 25% LAC case studies.	Peña	25%	F	3				X	
SYD 3700	Minorities in American Society Sociological analysis of the structure, social processes and efforts to effect change of racial, ethnic and religious minorities.	Youakim, Tawiah	25%	F, Su	3	143		X	X	
SYD 4510	Environment and Society Social foundations of environmental problems, and social responses to environmental issues, including contestation, conflicts and movements. 25% LAC case studies.	Perz	25%	S	3	34		X		
SYD 6706	Racial and Ethnic Relations Explores social construction of race and ethnicity, the history of racial, ethnic, class and gender relations in the United States with a focus on topics relating to power and dominance in the United States in comparison with other global contexts.	Peña	25%	S	3		13		X	
Subtotal						215	16			
Soil and Water Science										
SWS 6932	Forest & Soil Ecosystem Services A systematic overview and basic understanding to the concept of ecosystems services from interdisciplinary and international perspectives. Taught in conjunction with a Brazilian university. 25% LAC case studies.	Comerford	25%	F	3				X	
Subtotal										
Spanish										
SPN 1130	Beginning Spanish 1 The first course in the basic Spanish language sequence. Focus is on developing basic communication skills in reading.	Staff	100%	F, S, Su	5	230		X	X	
SPN 1131	Beginning Spanish 2 The second course in the basic Spanish language sequence. Focus is on developing basic communication skills in reading, writing, speaking and listening.	Staff	100%	F, S, Su	5	152		X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
SPN 1134	Accelerated Spanish Provides a rapid review of basic communicative Spanish as preparation for intermediate Spanish courses.	Staff	100%	F, S, Su	5	1002		X	X	
SPN 1180	Elementary Spanish: Review and Progress Alternative to SPN 1130 for students who have some previous experience in Spanish.	Sotelo	100%	S	3	23		X	X	
SPN 2200	Intermediate Spanish 1 Focus on developing intermediate skills in reading, writing, speaking and listening, building communicative competence, and enhancing cultural awareness.	Staff	100%	F, S, Su	3	202		X	X	
SPN 2201	Intermediate Spanish 2 Focus on continued development of intermediate skills in reading, writing, speaking and listening, further enhancing communicative competence and cultural awareness.	Staff	100%	F, S, Su	3	218		X	X	
SPN 2240	Intensive Communication Skills Preparation for 3000 level courses. The course concentrates on developing the ability to understand both oral and written Spanish.	Staff	100%	F, S, Su	3	189		X	X	
SPN 2271	UF in the Dominican Republic - International Service Learning This accelerated six-week course covers one year of Intermediate Spanish.	Navajas, Lopez	100%	Su	3	28		X	X	
SPN 2340	Introduction to Reading and Writing for Bilingual Speakers An intermediate-level course for bilingual speakers who have had little or no formal exposure to the language. Emphasizes practice in reading and developing vocabulary. Introduction to grammar and orthographic rules.	Braylan	100%	F, S	3	29		X	X	
SPN 3036	Spanish in the Health Profession Equips students with the skills to execute basic functions of the health profession as well as understand and articulate conversations using medical terminology.	Jimenez	100%	F	3			X	X	
SPN 3036	Spanish in the Health Profession Equips students with the skills to execute basic functions of the health profession as well as understand and articulate conversations using medical terminology.	Jimenez	75%	S, SU	3	47		X	X	
SPN 3224 FLAC	World Cup A Look at soccer and Brazil in its role as host to the 31 other national soccer teams competing in the 20th World Cup.	Moreland	75%	F, S	1			X		
SPN 3224 FLAC	Latin American Business Environment Equips students with the skills necessary for interpreting current events and assessing future developments in LA from a business perspective.	Staff	100%	F	1			X		
SPN 3224 FLAC	Trade and Investment in Latin America Enables students to communicate in Spanish about LA trade and investment and to gain with a deeper understanding of the diverse business markets in Latin America.	Halloran	100%	F	1	11			X	
SPN 3224 FLAC	Cities in the Spanish-Speaking World A review of 30 cities throughout the Spanish-speaking world through their architecture, culture, design, development, environment, history, social issues, tourism, and transportation.	Moreland	75%	S	1				X	
SPN 3224 FLAC	General Perspectives on Latin Americans Provides a broad introduction to various perspectives and experiences of Latin Americans from infancy through old age.	Staff	100%	S	1			X		
SPN 3224 FLAC	Soccer in Latin American & Spain Explores the complex cultural and socioeconomic elements of soccer in the Spanish-speaking world.	Moreland	50%	S	1	31			X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
SPN 3224 FLAC	Creating Spanish Words Enables students to understand and contextualize lexicography as it is conceived and practiced in the Spanish-speaking world.	Díaz Collazos	75%	S	1	11			X	
SPN 3224 FLAC	Advertisement in the Spanish-Speaking World Explores the related fields of marketing and advertising as they pertain to the Spanish-speaking world.	Bertoglio, Moreland	75%	S	1	12			X	
SPN 3224	Tourism in the Spanish-Speaking World Basic Spanish needed for tourism.	Moreland	75%	F	1				X	
SPN 3300	Spanish Grammar and Composition 1 Intensive language course designed to develop students' mastery of grammatical principles, increase their vocabulary and enhance their writing and compositional skills.	Sotelo, Moors, Lopez, Jordan, Staff	100%	F, S, Su	3	149		X	X	
SPN 3301	Spanish Grammar and Composition 2 Continues review of Spanish grammar begun in SPN 3300, while concentrating on intensive practice in writing expository Spanish.	Gil, Staff	100%	F, S	3	90		X	X	
SPN 3350	Spanish Grammar and Composition for Bilingual Speakers Emphasizes reading and writing skills for students who have learned the language primarily outside the classroom.	Braylan	100%	F, S	3	64		X	X	
SPN 3414	Advanced Spanish Conversation 2 Authentic materials of the Hispanic world are used to improve students' listening-comprehension and speaking skills for both formal and informal situations.	Various	100%	S	1	16		X	X	
SPN 3440	Commercial Spanish An introduction to the vocabulary and business practices of the Hispanic world. Emphasis on oral and written business communications.	Moreland	100%	S	3	25		X	X	
SPN 3520	Culture and Civilization of Spanish America Focus on the rich and often conflictive diversity of the Americas, as well as the historical experiences that allow us to speak of the Americas as a whole.	Moreland, Fountain	100%	S	3	24		X	X	
SPN 3700	Introduction to Hispanic Linguistics Initial overview of central theories and applications of linguistic analysis in the study of Spanish. The phonological, grammatical, discursive and social structures of Spanish are	Honea, Pascual, Lamy	100%	F, S, Su	3	156		X	X	
SPN 3930	Sports in Spain and Latin America Examines a wide variety of topics, including the marketing and advertising of sports in the Spanish-speaking world, soccer, and bullfighting.	Moreland	50%	S	3	22			X	
SPN 3930	Spanish American Science Fiction Covers an introduction to critical approaches to the science fiction and fantasy genres, applying them to the Latin American texts 1950 to the present.	Ginway	75%	S	3	13			X	
SPN 3930	Conversation, Film, and Culture Familiarizes students with contemporary Latin American issues while improving communication skills.	Jordan	100%	Su	3	20		X		
SPN 3930	Contemporary Music in the Spanish Speaking World Studies the motivations behind musical production in the Spanish-speaking community as well as the culture produced by the product.	Moreland	100%	S	3	25		X	X	
SPN 3930	UF in the Dominican Republic - International Service Learning Explores the history, the economy, the art, literature, popular culture and music through study, dialogue with local experts, and visits to local cultural sites.	Navajas, Lopez	100%	S, Su	3	28		X	X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
SPN 3948	UF in the Dominican Republic - International Service Learning Service learning through community service.	Navajas, Lopez	100%	S, Su	3	28		X	X	
SPN 4314	Advanced Composition and Syntax for Bilingual Speakers Emphasizes those aspects of Spanish style, syntax and registers that are problematic for the bilingual speaker.	Moors	100%	F, S	3	44		X	X	
SPN 4420	Advanced Composition & Syntax Emphasizes the finer aspects of Spanish syntax, vocabulary and style that give the advanced student difficulties.	Gil	100%	F, S	3	40		X	X	
SPN 4713	Spanish as a Second Language Acquisition Overview of second language acquisition theory with discussion of empirical studies on the acquisition of Spanish.	de Prada Perez	100%	S	3	49		X	X	
SPN 4713	Spanish Second Language Acquisition A general view of the most relevant theoretical aspects of the acquisition of a second language, with a direct application to the acquisition of Spanish as a foreign language.	Staff	100%	F	3			X		
SPN 4780	Spanish Phonetics An introduction to an analysis of the sound system of Spanish from both an articulator and an acoustic perspective.	Lord-Ward	100%	S	3	49		X	X	
SPN 4822	Sociolinguistics of the Spanish Speaking World General overview of issues in sociolinguistics: language variation, language contact, discourse analysis, language attitudes, policy, and social factors in language acquisition.	Aaron	100%	F	3			X		
SPN 4840	Introduction to the History of Spanish Language The phonological, morphological, syntactic, and semantic evolution of the Spanish language from Latin.	Pharies	100%	S	3			X		
SPN 4850	Structure of Spanish Explores syntactic, morphological and semantic aspects of Spanish. Affords the student a chance to develop written competency and awareness of structural alternatives.	de Prada Perez	100%	F	3				X	
SPN 4905	Individual Work For advanced majors and minors who seek to do independent work under the supervision of a Spanish faculty member.	Staff	100%	F, S, Su	3	11		X	X	
SPN 4930	History of Spanish Vocabulary This course addresses the phonological, morphological, syntactic, and lexical evolution of the Spanish language from its Latin origins.	Pharies	100%	F	3	41			X	
SPN 4930	Language Variation and Change Examines linguistic changes and various phenomena in Castellano from a historical perspective.	Aaron	100%	F	3	39				
SPN 4930	Spanish in the United States Examines various facets of the presence of Spanish and its speakers in the United States including code-switching and "Spanglish" as well as questions of identity and borders.	Aaron	25%	S	3	28			X	
SPN 4930	Bilingualism Psycholinguistic and sociolinguistic aspects of bilingualism, with implications for education.	de Prada Perez	100%	S	3			X		
SPN 4930	L2 Fluency This course examines the notions of fluency and oral proficiency in a second language, focusing not only on their linguistic analysis but also on their development.	Ginway, Lord-Ward	100%	S	3			X		
SPN 4930	Spanish Contact: Issues in Bilingualism Structural and sociocultural analysis of the Spanish language in contact with other major languages: Quechua, Aymara, Guarani, Basque, Catalan, English, Portuguese, and African languages.	de Prada Perez	100%	F	3			X		

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
SPN 4930	Spanish Language Use and Change Study of the theories behind usage and changes in daily language use and the ways in which the Spanish language has changed overtime.	Aaron	100%	F	3				X	
SPN 4930	Development of Assessment in Second Language Acquisition Examines the development of how foreign language acquisition assessments are created and evaluated.	Lord	100%	S	3				X	
SPN 4930	Language Policy of Spanish-Speaking World Examines the role of political language use in the formation and articulation of national identity.	Aaron	100%	S	3			X		
SPN 6735	History of Spanish Vocabulary This course addresses the phonological, morphological, syntactic, and lexical evolution of the Spanish language from its Latin origins.	Pharies	100%	F	3				X	
SPN 6735	Advanced Spanish Second Language Acquisition A general view of the most relevant theoretical aspects of the acquisition of a second language, with a direct application to the acquisition of Spanish as a foreign language.	Staff	100%	S	3				X	
SPN 6735	The Heritage Learner Standard Spanish course designed for students with significant bilingual background in the language, namely the abilities of listening and speaking daily Spanish.	Trujillo	100%	S	3			X		
SPN 6735	Usage Based Approaches Examines Spanish grammar and phonology within the framework of the cognitive-functional theory of language.	Aaron	100%	F	3		7		X	
SPN 6735	Phonology of Spanish as a Second Language Examines the acquisition process of the phonetic-phonologic system of a second language particularly Spanish as a second language for native English-speakers.	Lord	100%	F	3		9		X	
SPN 6735	Sociolinguistics in the Spanish-Speaking World: Variationist Methods General overview of issues in sociolinguistics: language variation, language contact, discourse analysis, language attitudes, policy, and social factors in language acquisition.	Aaron	100%	S	3		4	X		
SPN 6735	Code-Switching Offers an overview of the phenomenon of code-switching from a sociolinguistic, syntax-theoretic, phonological and psycholinguistic point of view.	de Prada Perez	100%	S	3		10		X	
SPN 6785	Advanced Spanish Phonetics Precise description of Spanish pronunciation, with some attention to dialect features and contrastive English phonetics.	Lord-Ward	100%	F	3			X	X	
SPN 6827	Sociolinguistics of the Spanish Speaking World General overview of issues in sociolinguistics: language variation, language contact, discourse analysis, language attitudes, policy, and social factors in language acquisition.	Aaron	50%	F	3			X		
SPN 6845	History of Spanish Language Phonological, morphological, syntactic, and lexical evolution of Spanish language from Latin.	Pharies	100%	S	3			X		
SPN 6855	Structure of Spanish Exploration of morphological syntactic, and semantic aspects of the Spanish language.	Rothman	100%	S	3				X	

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
SPN 6856	Spanish Contact: Issues in Bilingualism Structural and sociocultural analysis of the Spanish language in contact with other major languages: Quechua, Aymara, Guarani, Basque, Catalan, English, Portuguese, and African languages.	de Prada Perez	100%	S	3			X		
SPW 3030	Survey of Spanish American Literature: Discovery to Independence Overview of Spanish-American literature and its cultural context from the European conquest of the Americas to the 19th century.	Sorbille	100%	F, S, Su	3	48		X	X	
SPW 3031	Survey of Spanish American Literature: Independence to Contemporary Time Overview of Spanish-American literature and its cultural context from the 19th century to the present.	Solelo, Jimenez	100%	F, S	3	66		X	X	
SPW 4190	Seminar in Spanish American Literature & Culture The advanced study of a writer, period, movement, region or topic of Spanish-American literature.	Gonzalez, Sorbille	100%	F	3	39			X	
SPW 4190	Cuban Literature In this course we will study the literature written by Cuban writers outside Cuba as well as US Cuban Americans in order to explore how these authors find and invent themselves in their fictions and autobiographical works.	Little	100%	S	3			X		
SPW 4190	Spanish American Literature and Film This class studies the concept of border within the connotation assigned by postmodernist critics and in the field of cultural studies through literature and film.	Sorbille	75%	S	3			X		
SPW 4190	Art and Literature in Latin America Studies the relationship between visual art and literature in Latin America from pre-Hispanic times to the present.	Barradas	100%	S	3	22				
SPW 4204	Readings in Colonial Spanish American Literature Examination of the literature produced in the territories colonized by Spain from the Conquest to the declaration of independence by the colonies.	Sorbille	100%	F	3				X	
SPW 4233	Spanish American Narrative: Origins to Criollismo A guide to the narrative fiction of Spanish America the 19th century (from Romanticism) and into the 1930s.	Sorbille	100%	F	3				X	
SPW 4263	Spanish Novel in the 19th Century Analyzes the evolution of the Spanish narrative during the second half of the 19th century.	Alvarez-Castro	50%	S	3	7			X	
SPW 4283	Contemporary Spanish-American Narrative 2 Reviews the new narrative or "boom" and "post-boom" of Latin American fiction, from the 1960s until the present.	Jimenez	100%	F	3				X	
SPW 4364	Readings in Spanish American Essays Examination of major texts from the early nineteenth century to the present focusing on such themes as the search for identity, or the definition of ethnic, racial, social and class categories.	Barradas	100%	F	3			X		
SPW 4521	U.S. Hispanic Literature Reading, discussion and analysis of works by U.S. Hispanic or Latino/a writers with an examination of the cultural life and social conditions of the Puerto Rican, Cuban and Chicano communities in.	Barradas	50%	S	3	16				
SPW 4930	Latin American Film Analyzes the representation of the dictatorship (1976-1983) in Argentinian film through an exploration of theory, esthetics and the political.	Sorbille	100%	F				X		

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
SPW 6209	Colonial Spanish American Literature Readings, research, and discussion on literary, historical, and legal 16th, 17th, and 18th century texts in Spanish written in/about colonial Latin America.	Barradas	100%	F	3				X	
SPW 6286	Contemporary Spanish American Narrative 2 The 1960s fiction and after, including the New narrative, the Boom, and the Post-Boom; broader cultural characteristics and theories of understanding the period.	Jimenez, Staff	100%	F	3			X	X	
SPW 6306	Spanish American Theater Analysis of selected plays and films and introduction to history, theory, and practice of theatrical arts in region, with some comparison to theater elsewhere. Focus on the twentieth century.	Staff	100%	S	3				X	
SPW 6356	Spanish-American Poetry from Romanticism to Vanguardismo Major movements from middle of the nineteenth century to 1930s. Special	Avellaneda	100%	S	3				X	
SPW 6806	Introduction to Graduate Study and Research Introduces new Master's and PhD students to the fundamentals of graduate study and research in Spanish.	Barradas	100%	F	3			X		
SPW 6902	Autobiography Examines the role of autobiography in contemporary literature.	Staff	100%	S	3				X	
SPW 6902	Adaptation of Spanish Literature to Film Critical analysis and investigation of Spanish literary works and their film adaptations.	Alvarez-Castro	50%	F	3		8			
SPW 6902	Special Study Independent study.	Staff	50%	S	3		6		X	
SPW 6905	Individual Work Independent graduate work under the supervision of a Spanish faculty member.	Staff	100%	F, S, Su	Varies		12	X	X	
SPW 6910	Supervised Research For Masters and Ph.D. students who seek to do independent work under the supervision of a Spanish faculty member.	Staff	100%	F, S, Su	Varies		19	X	X	
SPW 6934	Seminar in Spanish American Literature & Culture Analysis of themes and directions in contemporary Spanish American literature and culture, including feminist literary and cultural criticism.	Jimenez, Gonzalez	100%	S	3		13	X		
SPW 7979	Advanced Research Master's research on individual topics.	Staff	100%	F, S, Su	Varies		10	X	X	
SPW 7980	Doctoral Research Doctoral research on individual topics.	Staff	100%	F, S, Su	Varies		36	X	X	
Subtotal						3344	134			
Theater and Dance										
DAA 2381	World Dance/Intercultural Performance An introduction to the performance of traditional and popular dance styles representing a selection of world dance perspectives. 25% LAC examples.	Ungor	100%	F	3	25		X	X	
DAA 2381	World Dance/Intercultural Performance An introduction to the performance of Brazilian capoeira.	Green	100%	S	3	23		X	X	
Subtotal						48				
Tourism, Recreation and Sport Management										

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Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
LEI 4833	Ecotourism A study of the history, practice, and current issues of nature based tourism. Principles and problems for natural resources and host populations. Includes material from leisure studies, ecology and economics. 25% LAC case studies.	Thapa	25%	S	3				X	
LEI 6325	Ecotourism A study of the history, practice, and current issues of nature based tourism. Principles and problems for natural resources and host populations. Includes material from leisure studies, ecology and economics. 25% LAC case studies.	Thapa	25%	S	3			X		
LEI 6834	Ecotourism A study of the history, practice, and current issues of nature based tourism. Principles and problems for natural resources and host populations. Includes material from leisure studies, ecology and economics. 25% LAC case studies.	Thapa	25%	S	3				X	
Subtotal										
Urban and Regional Planning										
URP 3001	Cities of the World Comparative case studies of contemporary cities in both industrialized and developing countries. 25% LAC case studies.	Harbin, Portal	25%	F, S, Su	3	672		X	X	
URP 4905	UF in Curitiba - Urban Planning Students will visit settlements and development sites, and learn how Curitiba created its own brand of planning. Cross-listed as URP 6905.	Macedo	100%	Su	3	6		X	X	
URP 6042	Urban Economy Surveys traditional and recent economic theories about six basic concerns for anyone involved in studying, managing, and	Staff	25%	F	3			X	X	
URP 6424	Sustainable Urbanism This seminar explores sustainable patterns of urban growth in cities in the Americas.	Macedo	75%	F	3				X	
URP 6610	International Development Planning Critically examines the wide array of institutional actors that play a role in addressing development issues in poorer nations within the context of international development strategies.	Silver	25%	S	3		7		X	
URP 6855	Urban Form and Development in the Americas Analysis of how development interfaces with urban design and how urban planning influences how cities grow in North, Central and South America.	Macedo	75%	S	3			X		
URP 6905	Sustainable Urbanism This seminar explores sustainable patterns of urban growth in cities in the Americas.	Silver	50%	F	3			X	X	
URP 6905	UF in Curitiba - Urban Planning Students will visit settlements and development sites, and learn how Curitiba created its own brand of planning. Cross-listed as URP 4905.	Macedo	100%	Su	3		6	X	X	
URP 6905	Urban Planning in Brazil Designed to prepare students to explore urban issues in Brazil.	Macedo	100%	Su	3		12	X	X	
URP 6905	Field Work in Brazil Urban and regional design and planning studios with a hands-on experience in Sao Paulo and Curitiba with lectures and workshops at local and regional agencies.	Macedo	100%	Su	3		12	X	X	
Subtotal						678	37			
Veterinary Medicine										

Appendix B

UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
VEM 5506	UF in Honduras - International Veterinary Medicine Develops an awareness of the impact that veterinary medicine has on the health and well-being of people and animals in foreign countries through work as a veterinarian in a different cultural, social, economical, political, religious, and technological environment.	Stone	100%	Su	3		12	X	X	
Subtotal										
12										
Wildlife Ecology and Conservation										
WIS 2040	Wildlife Issues in a Changing World The biological and ecological basis of wildlife issues and the pathways humans use to resolve these issues. 25% LAC examples.	Moulton	25%	F, S, Su	3	1818		X	X	
WIS 2552	Biodiversity Conservation from a Global Perspective Introduction to the relationship between humans and the global biotic environment that supports them. Explores human patterns of resource use and population biology, and the earth's biodiversity resources. 25% LAC case studies.	Moulton	25%	F, S, Su	3	476		X	X	
WIS 3434	Tropical Wildlife The ecological and evolutionary factors that shape patterns of tropical diversity; how humans utilize tropical wildlife; the threats facing tropical ecosystems, and possible alternatives for their conservation. Primarily focused on neotropics. 75% LAC examples.	Bruna, Blake	75%	F	3				X	
WIS 4523	Human Dimensions of Natural Resource Management Local and international models are used to provide an interdisciplinary overview of the theory and practice of conservation education, environmental communication and integrated resource management and conservation.	Jacobson	25%	F	3	27		X	X	
WIS 4905	Field Methods in Conservation in the Tropics: Belize In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. Cross-listed as WIS 6905.	Andreau, Giuliano, Mazzotti	100%	S	2	7		X	X	
WIS 4905	UF in Belize Field Methods in Ecology and Conservation In this course, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. Cross-listed as WIS 6905.	Andreau, Giuliano	100%	S	3	3		X	X	
WIS 4905	Field Methods in Ecology in the Tropics: Belize In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. Cross-listed as FOR 6905.	Andreau, Giuliano, Mazzotti	100%	S	3	7		X	X	
WIS 4905	UF in Belize Field Methods and Marine Science in the Tropics In this course, students will actively experience marine organisms and habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as WIS 6905, FOR 6905.	Andreau, Giuliano, Mazzotti	100%	S	3	2		X	X	

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
WIS 4905	Marine Ecology and Conservation in the Tropics: Belize In this course, students will actively experience marine organisms and habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as FOR 6905.	Andreau, Giuliano, Mazzotti	100%	S	3	9		X	X	
WIS 4905	UF in Belize Marine Ecology and Conservation In this course, students actively experience marine organisms and habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as WIS 6905.	Giuliano, Mattes	100%	S	3	3		X	X	
WIS 4905	UF in Belize Wildlife Ecology In this course, students actively experience wildlife, habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as WIS 6905.	Giuliano	100%	S	3	5		X	X	
WIS 4905	Wildlife in the Tropics In this course, students actively experience wildlife, habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study.	Giuliano	50%	S	3	10		X	X	
WIS 4934	Conservation of Amphibians and Reptiles Familiarizes students with many of the major issues affecting conservation of amphibians and reptiles on local, regional, and global scales. Cross-listed as WIS 6934.	Johnson	25%	F	3	15			X	
WIS 4934	Case Studies in Climate Change Ecology Incorporates presentation and analysis of case studies involving wildlife and global change to critically examine scientific understanding and the way that this information is portrayed to various audiences.	Cameron Devitt	25%	S	3	24		X	X	
WIS 4934	Coastal Disturbance Ecology Explores the role of disturbances in shaping coastal communities and ecosystems, and how elements of coastal ecosystems respond to disturbance.	Seavey	25%	Su	3	9			X	
WIS 4934	Coastal Conservation Biology Provides students with an introduction to the topic of conservation biology of coastal ecosystems. Cross-listed as WIS 6934.	Seavey	25%	Su	3	7			X	
WIS 4934	Introduction to Ecology of Birds Introduces students to the history and ecology of introductions and invasions of birds.	Moulton	25%	F	3	14			X	
WIS 4934	Global Environmental Issues An exploration of environmental issues at all levels. The course will cover issues such as availability of clean water, clean air, growth or decrease in human populations, biodiversity, conservation, environmental hazards, waste.	Moulton	25%	S	2	12			X	
WIS 4934	Natural Resource Ecology The course describes how ecological concepts and processes are applied at various scales to conserve and manage renewable natural resources.	Johnson	25%	F	3	48			X	
WIS 4934	Wildlife Behavior and Conservation Surveys animal behavior theory and research with in-depth examples from conservation biology literature, applying an understanding of behavior to species conservation and management.	Sieving	25%	F	3	5			X	
WIS 6905	UF Belize Marine Ecology and Conservation In this course, students actively experience marine organisms and habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as WIS 4905.	Giuliano	100%	S	3		3	X	X	

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UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
WIS 6905	UF in Belize Field Methods in Ecology and Conservation In this course, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. Cross-listed as	Andreau, Giuliano, Mazzotti	100%	S	3		2	X	X	
WIS 6905	UF in Belize Field Methods and Marine Science in the Tropics In this course, students will actively experience marine organisms and habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as FOR 6905, WIS	Andreau, Giuliano	100%	S	3		1	X	X	
WIS 6905	UF in Belize Wildlife Ecology In this course, students will actively experience wildlife, habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Cross-listed as WIS 4905.	Giuliano	100%	S	3		5	X	X	
WIS 6934	Tropical Ecology Explores the evolutionary and ecological factors that shape patterns of tropical diversity, the threats faced by tropical	Bruna, Blake	75%	F	3		4			
WIS 6934	Conservation of Amphibians and Reptiles Familiarizes students with many of the major issues affecting conservation of amphibians and reptiles	Johnson	25%	F	3		4			
WIS 6934	Climate Change Ecology This course incorporates lecture, discussion, and readings to present a survey of the state of knowledge in climate change ecology.	Cameron Devitt	25%	S	2		17		X	
WIS 6934	Coastal Conservation Biology Provides students with an introduction to the topic of conservation biology of coastal ecosystems. Cross-listed as WIS 4934.	Seavey	25%	Su	3		1		X	
WIS 6934	Conservation Planning Provides students with training and experience in a systematic and adaptive process for planning projects for biodiversity conservation.	Branch	25%	F	3		6		X	
WIS 6934	Resolving Wildlife Issues Advanced concepts and practices in wildlife management and conservation.	Various	25%	F	3		1		X	
WIS 6934	Wildlife Ecology and Management Examines wildlife as a natural resource, with emphasis on principles of conservation, ecology, and management.	Giuliano	25%	F	3		4	X	X	
WIS 6934	Introduction to Ecology and Conservation Ecological and evolutionary factors that shape patterns of tropical diversity, the ways in which humans use tropical wildlife, and the threats faced by tropical ecosystems and alternatives for conservation. 50% LAC examples.	Bruna	50%	F	3				X	
Subtotal						2501	48			
Women's Studies										
WST 3415	Transnational Feminism Places women and feminism in a transnational perspective, focusing on various theories and movements engendered by women in contemporary national contexts. Includes material from anthropology and women's studies. 25% LAC case studies.	Anantharam	25%	F,S,Su	3			X		
WST 3930	Exploring Gender in Latin America The articulation of gender in urban, contemporary Latin America. Draws upon anthropology and gender studies. Cross-listed as LAS 4935.	Staff	100%	S	3				X	

Appendix B

UF Latin American Area Studies and Language Courses

Course Number	Course Title/Description	Instructor	LAC Content	Term	Hours	12-13 Ungrad	12-13 Grad	13-14 Offered	14-15 Planned	Funded by Grant in 14-15
WST 3930	Chicana/Latina Literature and Culture Analysis of different genres of Chicana/Latina writing from the early 1900s to the present, within the context of geography, history, resistance and race. Includes material from history and literature. 25% LAC examples.	Hedrick	25%	S	3				X	
WST 4930	Gender and Language Language in the construction of sex and gender roles within a culture. Grammaticalization of gender in languages of the world. Includes material from linguistics and gender studies. 25% LAC content. Cross-listed as LIN 4656, LIN 5657, WST 6935.	Hardman	25%	F	3			X	X	
WST 4930	Gender and International Relations Feminist explorations of the gendered global political order, methodologically and substantively, with focuses on political economy, security, foreign policy, and international organizations.	Sjoberg	25%	S	3	6			X	
WST 6935	Gender and Language Language in the construction of sex and gender roles within a culture. Grammaticalization of gender in languages of the world. Includes material from linguistics and gender studies. 25% LAC content. Cross-listed as LIN 4656, LIN 5657, WST 4930.	Hardman	25%	F	3			X	X	
WST 6935	Gender and International Relations Examines the partial integration of gender in the academic study of international politics through feminist work in International Relations.	Sjoberg	25%	S	3		3		X	
WST 6935	Human Rights and Globalization Explores the state of economic rights in the wake of globalization as a part of the human rights guaranteed in international and regional instruments.	Hernandez	25%	S	3		1		X	
WST 6935	Trade and Human Rights Explores premises of trade and human rights debate from perspectives of both free trade advocates and human rights activists.	Hernandez, Powell	25%	F	3		1		X	
WST 6935	Chicana/Latina Literature and Culture Analysis of different genres of Chicana/Latina writing from the early 1900s to the present, within the context of geography, history, resistance and race. 25% LAC examples.	Hedrick	25%	S	3				X	
		Subtotal				6	5			
		TOTAL				15,875	2,213			
							18,088			

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Faculty Biographical Information

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Design, Construction & Planning, College of

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Maria Gurucharri, Associate Professor & Chair	C33
Martha Kohen, Professor	C44
Alfonso Pérez-Méndez, Professor	C62
William Tilson, Professor & Assistant Dean	C81

Interior Design

Maruja Torres-Antonini, Associate Professor	C82
---	-----

Urban & Regional Planning

Joseli Macedo, Associate Professor	C47
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Education, College of

Human Development & Organization Studies

Edil Torres Rivera, Professor & Associate Director	C82
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Maria Coady, Associate Professor	C16
Ester De Jong, Associate Professor	C20

Engineering, College of

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Dorota Haman, Chair	C33
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Manuel Bermudez, Associate Professor	C7
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Susan Milbrath, Curator	C51
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Fred Royce, Assistant In	C71
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Paul Monaghan, Assistant Professor	C53
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Marilyn Swisher, Associate Professor	C80
Food & Resource Economics	
Charles Adams, Professor	C2
Edward Evans, Associate Professor	C25
Peter Hildebrand, Professor Emeritus	C39
William Messina, Economic Analyst	C51
Charles Moss, Professor and Graduate Coordinator	C55
Conner Mullally, Assistant Professor	C56
Thomas Spreen, Professor Emeritus	C77
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Francisco Escobedo, Associate Professor	C24
Karen Kainer, Associate Professor	C41
P. K. R. Nair, Distinguished Professor	C58
Denis Valle, Assistant Professor	C84
Timothy White, Professor & Director	C87

Global (International Programs)

Walter Bowen, Director	C9
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Jonathan Crane, Professor & Associate Director	C17
Steven Sargent, Professor	C72

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Ignacio Porzecanski, Lecturer	C65
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Nicholas Comerford, Professor	C17
Jerry Sartain, Professor Emeritus	C73

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John Blake, Professor	C8
Lyn Branch, Professor	C10
Emilio Bruna, Professor	C13
Robert Fletcher, Associate Professor	C26
John Hayes, Professor & Dean for Research	C36
Susan Jacobson, Professor	C39
Kathryn Sieving, Professor	C74

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Klibs Galvão, Assistant Professor	C29
Jorge Hernández, Professor	C38

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Brijesh Thapa, Associate Professor	C80
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John Kaplan, Professor	C42
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Richmond Brown, Associate Director & Associate Professor	C13
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Pedro Malavet, Professor & Director	C48
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Winston Nagan, Professor	C57
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Susan Gillespie, Associate Professor	C31
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Michael Heckenberger, Associate Professor	C37
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Walter Judd, Distinguished Professor	C40
Francis Putz, Professor	C66
Claudia Romero, Courtesy Assistant Professor.....	C70
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Valeria Kleiman, Associate Professor	C44
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Elias Dinopoulos, Professor	C22
English	
Tace Hedrick, Associate Professor & Women's Studies.....	C37
Leah Rosenberg, Associate Professor	C70
Geography	
Michael Binford, Professor & Chair	C7
Eric Keys, Assistant Professor	C43
Corene J. Matyas, Associate Professor.....	C49
Nigel Smith, Professor	C74
Jane Southworth, Professor	C77
Peter Waylen, Professor	C87
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Mark Brenner, Professor	C11
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Ida Altman, Professor & Chair.....	C3
Juliana Barr, Associate Professor	C6
David Geggus, Professor.....	C29
Lillian Guerra, Associate Professor.....	C32
Jeffrey Needell, Professor	C59
Paul Ortiz, Associate Professor	C60
Mark Thurner, Professor	C81
Languages, Literatures, & Cultures	
James Essegbey, Associate Professor	C25
Benjamin Hebblethwaite, Assistant Professor	C36
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Martha Hardman, Professor Emerita	C34
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Manuel Vásquez, Professor	C85
Robin Wright, Associate Professor	C89

Sociology

Milagros Peña, Professor	C61
Stephen Perz, Associate Professor	C63
Barbara Zsembik, Associate Professor	C90

Spanish & Portuguese Studies

Jessica Aaron, Assistant Professor	C2
Efraín Barradas, Professor	C6
Susana Braylan, Senior Lecturer	C11
Kathryn Dwyer Navajas, Senior Lecturer	C23
Antonio Gil	C30
M. Elizabeth Ginway, Associate Professor	C31
Reynaldo Jiménez, Professor Emeritus	C40
Gillian Lord, Associate Professor & Chair	C46
Ximena Moors, Lecturer	C54
Gregory Moreland, Senior Lecturer	C54
Charles Perrone, Professor	C62
David Pharies, Professor	C64
Martin Sorbille, Associate Professor	C76
Clara Sotelo, Lecturer	C76

Women's Studies

Florence Babb, Professor	C4
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Medicine, College of

Michael Lauzardo, Assistant Professor	C45
David Wood, Clinical Professor	C89

Nursing, College of

Jeanne-Marie Stacciarini, Associate Professor	C78
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Provost, Office of the

Rajeeb Das, Senior Program Evaluator and Assessment Specialist	C19
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Public Health and Health Professions, College of

Alba Amaya Burns, Clinical Associate Professor	C14
Richard Rheingans, Associate Professor	C67

Note: The language proficiency scale used on the CVs is the Interagency Language Roundtable (ILR) scale – Elementary Proficiency (S-1); Limited Working Proficiency (S-2); Professional Working Proficiency (S-3); Full Professional Proficiency (S-4); Native or Bilingual Proficiency (S-5).

WILLIAMS, Philip J.

Year of Appointment: 1989

Title/Department: Director, Center for Latin American Studies; Professor, Political Science

Tenure Status: Tenured

Education: BA, University of California, Los Angeles, Political Science, 1981; MPhil, University of Oxford, Latin American Studies, 1984; DPhil, University of Oxford, Politics, 1986

Number of Theses Supervised During Past 5 Years: 12

Languages: Spanish (S-5), Portuguese (S-2)

Research/Teaching Interests: Religion and politics; Democratization; Transnational migration; Social movements; Civil-military relations in Latin America

Courses: Latin American and Caribbean Immigration to the US; Latin American Politics

Overseas Experience: Chile, Colombia, Costa Rica, El Salvador, Honduras, Mexico, Nicaragua, Peru

Selected Publications:

- 2013 Demilitarization after Central American Civil Wars (with J.M. Ruhl). In P. Stearns, ed., *Demilitarization in the Contemporary World*. Champaign, IL: University of Illinois Press.
- 2011 *Living Illegal: The Human Face of Unauthorized Immigration* (with M. Marquardt, T. Steigenga, and M. Vásquez). New York, NY: The New Press.
- 2010 The Nicaraguan Constitutional Experience: Process, Conflict, Contradictions, and Change (with L. Walker). In L. Miller and L. Aucoin, eds., *Framing the State in Times of Transition: A Comparative Study of Constitution Making Processes*. Washington, DC: United States Institute of Peace.
- 2009 *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations* (with T. Steigenga and M. Vásquez, eds.). New Brunswick, NJ: Rutgers University Press.
- 2009 Introduction: Understanding Transnationalism, Collective Mobilization, and Lived Religion in New Immigrant Destinations (with T. Steigenga and M. Vásquez). In P.J. Williams, T. Steigenga and M. Vásquez, eds., *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations*. New Brunswick, NJ: Rutgers University Press.
- 2009 Solidarities among Mexican Immigrants in Immokalee (with P. Fortuny and M. Solís). In P.J. Williams, T. Steigenga and M. Vásquez eds., *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations*. New Brunswick, N.J: Rutgers University Press.
- 2009 Transnationalism and Collective Action among Guatemalan and Mexican Immigrants in Two Florida Communities (with T. Steigenga). In P.J. Williams, T. Steigenga and M. Vásquez, eds., *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations*. New Brunswick, NJ: Rutgers University Press.
- 2009 Looking for Lived Religion in Immokalee (with P. Fortuny). In P.J. Williams, T. Steigenga and M. Vásquez, eds., *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations*. New Brunswick, NJ: Rutgers University Press.
- 2009 A Place to Be: New and Old Geographies of Latin American Migration in Florida and Beyond (with T. Steigenga and M. Vásquez). In P.J. Williams, T. Steigenga and M. Vásquez, eds., *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations*. New Brunswick, NJ: Rutgers University Press.

Percentage of time devoted to LAS: 100%

Distinctions: USAID-Higher Education for Development grant for Colombia-U.S. Human Rights Law School Partnership Program, 2012-2015; Ford Foundation grants in 2010 and 2012 for research and public outreach on Latin American immigration to the U.S. South; University of Florida Research Foundation Professorship, 2009-12; National Science Foundation Doctoral Dissertation Grant for research in Brazil, 2009

AARON, Jessica E.

Year of Appointment: 2006

Title/Department: Assistant Professor, Department of Spanish and Portuguese

Tenure Status: Tenure-track

Education: BA, Stanford University, Political Science/Spanish, 1999; MA, Stanford University, Latin American Studies, 2000; MA, University of New Mexico, Anthropology (Ethnology), 2002; PhD, University of New Mexico, Spanish and Portuguese (Hispanic Linguistics), 2006

Number of Theses Supervised During Past 5 Years: 13

Languages: Spanish (S-5), Portuguese (S-3), French (S-2)

Research/Teaching Interests: Language variation and change; Spanish in contact; Sociolinguistics; Emergent systems; Language policy; Human rights

Overseas Experience: Mexico

Selected Publications:

2009 Coming back to life: From indicator to stereotype and a strange story of frequency. *Journal of Sociolinguistics*, 13(4): 1-27.

Percentage of time devoted to LAC studies: 75%

Distinctions: Invited panelist at *Celebrating Varieties of New Mexican Spanish*, Albuquerque, NM, 2013

ADAMS, Charles M.

Year of Appointment: 1984

Title/Department: Professor, Food and Resource Economics

Tenure Status: Tenured

Education: BS, Texas A&M University, Fisheries Science, 1976; MS, Texas A&M University, Agricultural Economics, 1978; PhD, University of Florida, Food and Resource Economics, 1984

Languages: Spanish (S-3)

Overseas Experience: Nicaragua, Cuba

Selected Publications:

2011 Biofouling in Marine Molluscan Shellfish Aquaculture: A Survey Assessing the Business and Economic Implications of Mitigation (with S. Shumway, R. Whitlatch, and T. Getchis). *Journal of the World Agriculture Society*, 42(2): 242-252.

2011 Empirical Analysis of Media versus Environmental Impacts on Park Attendance (with K. Morgan, B. King, and K.L. Larkin). *Tourism Management*, 32(4): 852-859.

2010 Risk Assessment of a Shrimp Aquaculture Investment (with J.C. Clark, R.N. Weldon, and F.F. Worth). *Aquaculture Economics and Management*, 14(4): 332-357.

2009 An Economic Overview of Selected Industries Dependent Upon the Gulf of Mexico. In J.C. Cato, ed., *Gulf of Mexico – Origin, Waters, and Biota, Volume 2, Ocean and Coastal Economy*. College Station, TX: Texas A&M University Press, pp. 28-46.

Percentage of time devoted to LAS: 25%

ALTMAN, Ida

Year of Appointment: 2006

Title/Department: Chair and Professor, History

Tenure Status: Tenured

Education: BA, University of Michigan, Latin American Studies, 1971; MA, University of Texas, Latin American Studies, 1972; MA, The John Hopkins University, History, 1978; PhD, The Johns Hopkins University, History, 1982

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (S-4)

Research/Teaching Interests: Mexico; Early Spanish Caribbean; Early modern Spain and Spanish America

Courses: Colonial Latin America; History of Mexico; Iberian Atlantic World; Introduction to Latin American History; Rebellion and Revolution in Mexico; Seminar in Colonial Spanish America; Seminar in Early Modern Spain

Overseas Experience: Mexico, Spain

Selected Publications:

- 2013 Marriage, Family and Ethnicity in the Early Spanish Caribbean. *William and Mary Quarterly*, 3d ser., 70(1): 225-250.
- 2012 Spanish Women in the Early Caribbean. In S.E. Owens and J.E. Mangan, eds., *Women of the Iberian Atlantic*. Baton Rouge, LA: LSU Press, pp. 57-81.
- 2011 The Spanish Atlantic, 1659-1780. In N. Canny and P. Morgan, eds., *The Atlantic World c. 1450-1850*. Oxford: Oxford University Press, pp. 183-200.
- 2010 *The War for Mexico's West: Indians and Spaniards in New Galicia, 1524-1550*. Albuquerque, NM: University of New Mexico Press.

Percentage of time devoted to LAS: 100%

Distinctions: A.B. Thomas Book Prize, SECOLAS, 2011, for *The War for Mexico's West*; Norman Wilensky Graduate Teaching Award, UF Department of History, 2009

ANDERSON, Leslie E.

Year of Appointment: 1995

Title/Department: Professor, Political Science

Tenure Status: Tenured

Education: BA, Bowdoin College, Government, 1979; MPH, University of Michigan, Population Planning, 1984; PhD, University of Michigan, Political Science, 1987

Number of theses supervised during past 5 years: 14

Languages: Spanish (S-5), French (S-4), Swedish (S-3)

Research/Teaching Interests: Democratization; Popular politics; Institutions; Local government; Comparative politics; Latin American politics; Peasant studies

Courses: Argentina and the Politics of Memory; Comparative Politics; Introduction to Comparative Political Analysis; Modern Mexico

Overseas Experience: Argentina, Nicaragua, Mexico, France, Sweden

Selected Publications

- 2010 *Social Capital in Developing Democracies: Argentina and Nicaragua Compared*. New York, NY: Cambridge University Press.
- 2010 Poverty and Political Empowerment: Local Citizen Political Participation as a Path toward Social Justice in Nicaragua. *The Forum on Public Policy*, 2010(4): 1-19.
- 2009 Nicaragua: Progress Amid Regress? (with L.C. Dodd). *Journal of Democracy*, 20(3): 153-167. Republished in Spanish with the title "Nicaragua: Progreso en Medio de Retroceso?" *Journal of Democracy en Español*, 2010(2): 168-184.

Percentage of time devoted to LAS: 100%

Distinctions: UF Research Foundation Professor, 2006-9

ANKERSEN, Thomas T.

Year of Appointment: 1993

Title/Department: Legal Skills Professor; Director, Conservation Clinic and UF/University of Costa Rica Program in Environmental Law, College of Law

Tenure Status: Non-tenure track

Education: BA, University of South Florida, English and History, 1977; MA, University of South Florida, History, 1980; JD, University of Florida, College of Law, 1986

Number of theses supervised during past 5 years: 2

Languages: Spanish (S-4)

Research/Teaching Interests: International law; International development; Latin American property law; History of Latin American law

Courses: Conservation Clinic, Land Tenure and Administration; Law and Policy of Sustainable Development; International Development Law and Policy

Overseas Experience: Brazil, Costa Rica, Guatemala, Panama, Mexico, Southern Africa

Selected Publications:

- 2013 Turtles Without Borders: The International and Domestic Law Basis for the Shared Conservation, Management and Use of Sea Turtles in Nicaragua, Costa Rica and Panama. *Journal of International Wildlife Law and Policy*, 16(4), forthcoming.

Percentage of time devoted to LAS: 50%

Distinctions: Provost's Faculty Fellow for Sustainability, 2008-09

BABB, Florence E.

Year of Appointment: 2005

Title/Department: Vada Allen Yeomans Professor, Center for Women's Studies and Gender Research

Tenure Status: Tenured

Education: BA, Tufts University, Anthropology and French, 1973; MA, State University of New York at Buffalo, Anthropology, 1976; PhD, State University of New York at Buffalo, Anthropology, 1981

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-3), French (S-2)

Research/Teaching Interests: Feminist anthropology; Gender and sexuality; Cultural/economic anthropology; Development studies; Urbanization; Tourism; Work and society

Courses: Gender and Cultural Politics in Latin America; Gender, Travel and Tourism; Sex and the Global City; Sex, Love, and Globalization; Feminist Ethnography; Feminism and Critical Development Studies

Overseas Experience: Peru, Nicaragua, Cuba, Mexico

Selected Publications:

- 2012 *Después de la Revolución: Género y Cultura Política en Nicaragua Neoliberal*. Translation of 2001 book with new preface. Managua, Nicaragua: Instituto de Historia de Nicaragua y Centroamérica.
- 2012 Race, Gender, and Cultural Tourism in Andean Peru and Chiapas, Mexico. Special issue on Race, Gender, Ethnicity, and Sexuality in Latin American Tourism. *Latin American Perspectives*, 39(6): 36-50.
- 2011 *The Tourism Encounter: Fashioning Latin American Nations and Histories*. Stanford, CA: Stanford University Press.
- 2011 Che, Chevys, and Hemingway's Daiquiris: Cuban Tourism in a Time of Globalization. Special issue on Island Tourism in the Americas. *Bulletin of Latin American Research*, 30(1): 50-63.
- 2010 Sex and Sentiment in Cuban Tourism. *Caribbean Studies* 38(2): 93-115, issue in honor of Helen I. Safa, co-edited by A.L. Bolles and K.A. Yelvington.

Percentage of time devoted to LAS: 100%

Distinctions: Member of Executive Board of American Anthropological Association, 2009-2012

BANNISTER, Michael

Year of Appointment: 2001

Title/Department: Associate In Emeritus, Agroforestry

Tenure Status: Non-tenure track

Education: BS, Oregon State University, Forest Management, 1976; Master of Forestry, Oregon State University, Forest Management, 1981; PhD, University of Florida, Agroforestry, 2001

Number of Theses Supervised During Past 5 Years: 10

Languages: Haitian Creole (S-4); Spanish (S-3); French (S-1)

Research/Teaching Interests: Smallholder agroforestry in the Caribbean and Central America

Overseas Experience: Haiti, Guatemala

Percentage of time devoted to LAS: 25%

BARNES, Grenville

Year of Appointment: 1993

Title/Department: Professor, Forest Resources and Conversation

Tenure Status: Tenured

Education: BS, University of Natal, Surveying and Mapping, 1977; MS, University of Natal, Surveying and Mapping, 1982; PhD, University of Wisconsin at Madison, Civil and Environmental Engineering, 1988

Number of Theses Supervised During Past 5 Years: 33

Languages: Spanish (S-3), Afrikaans (S-2)

Research/Teaching Interests: Land tenure and property rights systems and their role in sustainable development; How to promote adaptive capacity in rural communities; Governance of natural resources

Overseas Experience: Brazil, Peru, Bolivia, Grenada, Honduras, Mexico

Selected Publications:

- 2013 Trans-boundary Infrastructure and Land Cover Change: Highway Paving and Community-level Deforestation in a Tri-national Frontier in the Amazon (with S. Perz, Y. Qiu, Y. Xia, J. Southworth, J. Sun, M. Marsik, K. Rocha, V. Passos, D. Rojas, G. Alarcón, and C. Baraloto). *Land Use Policy Journal*, 34: 27-41.
- 2012 Understanding Household Connectivity and Resilience in Marginal Rural Communities through Social Network Analysis in Habu Village, Botswana (with L. Cassidy). *Ecology and Society*, 17(4): 11.
- 2012 Connectivity and Resilience: A multidimensional analysis of infrastructure impacts in the Southwestern Amazon (with S. Perz, A. Shenkin, L. Cabrera, L. Carvalho, and J. Castillo). *Social Indicators Research*, 106(2): 259-285.
- 2011 Land tenure challenges in managing carbon property rights to mitigate climate change (with S. Quail). *Land Tenure Journal*, 2(2011): 81-103.
- 2011 Roads as drivers of change: Trajectories across the tri-national frontier in MAP (with J. Southworth, M. Marsik, Y. Qiu, S. Perz, G. Cumming, F. Stevens, K. Rocha, and A. Duchelle). *Remote Sensing*, 3(5): 1047-1066.

Percentage of time devoted to LAS: 50%

BARR, Juliana

Year of Appointment: 2004

Title/Department: Associate Professor, History

Tenure Status: Tenured

Education: BA, University of Texas, Austin, 1988; MA, PhD, University of Wisconsin at Madison, History, 1999

Languages: Spanish (S-3), French (S-3)

Research/Teaching Interests: Spanish borderlands; American Indians; Early America; American women

Courses: Native American History Pre-1800; Native American History to 1815; New World Encounters

Selected Publications

- 2011 Geographies of Power: Mapping Indian Borders in the 'Borderlands' of the Early Southwest. *William and Mary Quarterly*, 68: 5-46.
- 2011 Beyond the 'Atlantic World': Early American History as Viewed from the West. *OAH Magazine of History*, 25: 13-18.
- 2009 A Spectrum of Indian Bondage in Spanish Texas. In A. Galloway, ed., *Indian Slavery in Colonial America*, Lincoln, NE: University of Nebraska Press, pp. 277-318.

Percentage of time devoted to LAS: 25%

Distinctions: Three article prizes for "Geographies of Power": Bolton-Cutter Article Award for best journal article in Spanish Borderlands History, Western History Association, 2011; Kimberly S. Hanger Article Prize for best article appearing in 2011 in the fields of Latin American, Caribbean, American Borderlands and Frontiers or Atlantic World History, Latin American and Caribbean Section of the Southern Historical Association, 2011; Lester J. Cappon prize for best article in the *William and Mary Quarterly*, 2011

BARRADAS, Efraín

Year of Appointment: 2000

Title/Department: Professor, Latin American Studies and Spanish and Portuguese Studies

Tenure Status: Tenured

Education: BA, University of Puerto Rico, Philosophy, 1968; MA, Princeton University, Latin American Literature, 1973; PhD, Princeton University, Latin American Literature, 1978

Number of theses supervised during past 5 years: 29

Languages: Spanish (S-5)

Research/Teaching Interests: Caribbean literature and culture; Latin American art and popular culture

Courses: Colonial Spanish American Literature; Latin American Thinkers; Latino/a Culture; Contemporary Latin American Poetry

Overseas Experience: Cuba, Mexico

Selected Publications:

- 2013 Cuando amaban las tierras comuneras. In M.D. Mena, ed., *Pedro Mir: Archivos*, Santo Domingo: Cielonaranja, pp. 166-167.
- 2012 Contrapunteo cubano-americano del erotismo y la historia: Anna in the tropics de Nilo Cruz. In J.R. Castillo, ed., *Erotismo y teatro en la primera década del siglo XXI*. Madrid: Visor Libros, pp. 235-246.
- 2011 Antílopes y bozales: Nancy Morejón o el negrismo como poesía sin adjetivos. *Revista Iberoamericana*, LXXVII, 235: 517-524.
- 2011 El recuerdo como remedio: Historia y memoria en Aurora Levins Morales. *La Nueva Literatura Hispánica*, 15: 203-220.
- 2011 Orígenes, Asomante y La Poesía Sorprendida: vidas paralelas de tres revistas antillana. *Casa de las Américas*, 51(265): 37-46.
- 2010 Libros de cocina y nación: Sobre algunos recetarios antillanos del siglo XIX. *Catauro*, 11(21): 120-131.
- 2010 El cocinero puertorriqueño, El manual del cocinero cunano y la formación del nacionalismo en el Caribe. In R. De Maeseener and P. Collard, eds., *Saberes y sabores en México y el Caribe*. Amsterdam, NY: Foro Hispánico, pp. 267-279.

Percentage of time devoted to LAS: 100%

BERMUDEZ, Manuel

Year of Appointment: 1985

Title/Department: Associate Professor, Computer and Information Science and Engineering

Tenure Status: Tenured

Education: BS, University of Costa Rica, Computer Science, 1979, Licenciado, University of Costa Rica, Computer Science, 1980; MSc, University of California, Computer and Information Sciences, Santa Cruz, 1982; PhD, Computer and Information Sciences, 1984

Languages: Spanish (S-5)

Research/Teaching Interests: Software engineering; Agile development methods; Programming languages; Compilers; Automata theory, Programming linguistics

Courses: Introduction to Software Engineering; Data Structures and Algorithms; Programming Language Concepts

Overseas Experience: Venezuela, Peru, Mexico, Panama

Selected Publications:

- 2012 *A Mobile Field Diary System for Infrastructure Construction Project Inspections*. Proceedings of the 10th Latin American and Caribbean Conference for Engineering and Technology, LACCEI 2012, Panamá City, Panamá.
- 2011 *Compiladores - Un Enfoque Diferente (with J.D. Texier)*. Editorial Académica Española.
- 2011 *Hybrid Tools for Infrastructure Construction Business Intelligence*. Proceedings of the 9th Latin American and Caribbean Conference for Engineering and Technology, LACCEI 2011, Medellín, Colombia.
- 2010 *NFL Game-day Companion iPhone Application, A Case Study in University-Industry Cooperation*. Proceedings of the 8th Latin American and Caribbean Conference for Engineering and Technology, LACCEI 2010, Arequipa, Perú.

Percentage of time devoted to LAS: 25%

BINFORD, Michael W.

Year of Appointment: 1997

Title/Department: Chair and Professor, Geography

Tenure Status: Tenured

Education: BS, Kansas State University, Biology/Fisheries, 1973; MS, Louisiana State University, Fisheries/Experimental Statistics, 1975; PhD, Indiana University, Zoology/Geology, 1980

Languages: Spanish (S-2)

Research/Teaching Interests: Landscape dynamics (land-cover/land-use change); Ecological interactions between land and water; Human-environment interactions

Courses: Foundations of Geographic Information Systems; Geographic Information Systems in Research; Proposal Writing in Geography

Overseas Experience: Bolivia, Haiti, Peru, Venezuela

Selected Publications:

- 2013 Beyond classifications: combining continuous and discrete approaches to land cover change analyses within the Lower Mekong River Region (with L. Cassidy, J. Southworth, and C. Gibbs). *International Journal of Remote Sensing*, 39: 26-45.
- 2013 Elephant herbivory in Majete Wildlife Reserve, Malawi (with C.G. Staub and F.R. Stevens). *African Journal of Ecology*, 51(4): 536-543.
- 2012 Linking vegetation response to seasonal precipitation in the Okavango-Kwando-Zambezi catchment of southern Africa (with A.E. Gaughan, F.R. Stevens, C. Gibbs, and J. Southworth). *International Journal of Remote Sensing*, 33(21): 6783-6804.
- 2012 A spatio-temporal analysis of fire recurrence and extent for semi-arid savanna ecosystems in Southern Africa using moderate resolution satellite imagery (with N.G. Pricope). *Journal of Environmental Management*, 100: 72-85.

Percentage of time devoted to LAS: 25%

BJORNDAL, Karen A.

Year of Appointment: 1996

Title/Department: Distinguished Professor, Biology; Director, Archie Carr Center for Sea Turtle Research

Tenure Status: Tenured

Education: BA, Occidental College, Biology, 1972; PhD, University of Florida, Zoology, 1979

Number of Theses Supervised During Past 5 Years: 18

Languages: Portuguese (S-1), Spanish (S-1)

Research/Teaching Interests: Biology of sea turtles; Nutritional ecology of vertebrate herbivores

Overseas Experience: Caribbean, Costa Rica, Africa, Japan, Azores

Selected Publications:

- 2013 Threshold to maturity in a long-lived reptile: interactions of age, size and growth (with J. Parsons, W. Mustin, and A.B. Bolten). *Marine Biology*, 160: 607-616.
- 2013 Trophic ecology of a green turtle breeding population (with H.B. Vander Zanden, K.E. Arthur, A.B. Bolten, B.N. Popp, C.J. Lagueux, E. Harrison, and C.L. Campbell). *Marine Ecology Progress Series*, 476: 237-249.
- 2011 From crisis to opportunity: Better science needed for restoration in the Gulf of Mexico (with B.W. Bowen, M. Chaloupka, L.B. Crowder, S.S. Heppell, C.M. Jones, M.E. Lutcavage, D. Policansky, A.R. Solow, and B.E. Witherington). *Science*, 331: 537-538.

Percentage of time devoted to LAS: 75%

BLAKE, John

Year of Appointment: 2011

Title/Department: Professor, Wildlife Ecology and Conservation

Tenure Status: Tenured

Education: BA, Prescott College, Ecology, 1974; MS, University of Nevada Las Vegas, Ecology, 1977; PhD, University of Illinois, Ecology, Ethology, & Evolution, 1983

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-3)

Research/Teaching Interests: Tropical ecology; Avian ecology; Reproductive behavior of Manakins (Aves: Pipridae)

Overseas Experience: Argentina, Bolivia, Colombia, Costa Rica, Ecuador, Panama, Rwanda

Selected Publications:

- 2013 Rivers, Refuges, and Population Divergence of Fire-Eye Antbirds (*Pyriglena*) in the Amazon Basin (with M. Coelho, L. Silveira, H. Batalha-Filho, and R. Ricklefs). *Journal of Evolutionary Biology*, forthcoming.
- 2013 Diversity, Prevalence, and Host Specificity of *Plasmodium* and *Haemoproteus* in a Western Amazon Assemblage (with M. Svensson-Coelho, B.A. Loiselle, A.S. Penrose, P.G. Parker, and R.E. Ricklefs). *Ornithological Monographs*, forthcoming.
- 2012 Use of Mineral Licks by Mammals and Birds in Hunted and Non-Hunted Areas of Yasuni National Park, Ecuador (with D. Mosquera, and J. Salvador). *Animal Conservation*, 16(4): 430-437.
- 2012 Temporal and Spatial Patterns in Abundance of the Wedge-Billed Woodcreeper (*Glyphorhynchus spirurus*) in Lowland Ecuador (with B.A. Loiselle). *Wilson Journal of Ornithology*, 124: 436-445.
- 2012 Tree Species Distribution in Andean Forests: Influence of Regional and Local Factors (with C. Blundo, L. R. Malizia, and A.D. Brown). *Journal of Tropical Ecology*, 28: 83-95.

Percentage of time devoted to LAS: 25%

BOHLMAN, Stephanie

Year of Appointment: 2011

Title/Department: Assistant Professor, Forest Resources and Conservation

Tenure Status: Tenure-track

Education: BA, New College, Sarasota, Environmental Studies, 1991; MA, University of Washington, Forest Resources, 1995; PhD, University of Washington, Forest Resources, 2004

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-3), Portuguese (S-3)

Research/Teaching Interests: Forest ecology; Remote sensing; Tropical forest ecology and conservation; Land use/Land cover change

Courses: Forest Ecology; Tropical Forestry; Advanced Remote Sensing

Overseas Experience: Panama, Brazil

Selected Publications

2013 Effects of sampling scale on patterns of habitat association in tropical trees (with C. Garzon-Lopez). *Journal of Vegetation Science*, in press.

2012 A canopy layering model that demonstrates regulation of crown structure and partitions dynamic rates in a tropical forest. *Journal of Ecology*, 100(1): 508-518.

2010 Landscape patterns and environmental controls of deciduousness in forests of central Panama. *Global Ecology and Biogeography*, 19: 376-385.

Percentage of time devoted to LAS: 50%

BOWEN, Walter T.

Year of Appointment: 2007

Title/Department: Director, International Programs, Institute of Food and Agricultural Sciences

Tenure Status: Non-tenure track

Education: BS, Clemson University, Plant Sciences, 1976; MS, Cornell University, Agronomy, 1983; PhD, Cornell University, Agronomy, 1987

Languages: Portuguese (S-4), Spanish (S-4)

Research/Teaching Interests: Soil science; Water productivity

Overseas Experience: Ecuador, Haiti, Brazil

Percentage of time devoted to LAC studies: 25%

BRANCH, Lyn C.

Year of Appointment: 1990

Title/Department: Professor, Wildlife Ecology and Conservation

Tenure Status: Tenured

Education: BS, Mississippi State University, Zoology, 1975; MS, Miami University, Zoology, 1977; PhD, University of California, Berkeley, Wildland Resource Science, 1989

Number of theses supervised during past 5 years: 9

Languages: Spanish (S-4), Portuguese (S-3)

Research/Teaching Interests: Conservation biology; Behavioral ecology; Landscape ecology; Ecology and conservation of mammals, conservation of Latin American ecosystems

Overseas Experience: Argentina, Brazil, Chile

Selected Publications:

- 2013 Influence of Socio-Psychological and Socio-Demographic Factors on Farmers Preferences for Management Strategies to Decrease Monk Parakeet Damage to Crops. *Human Dimensions of Wildlife*, 18(2): 124-137.
- 2013 El Programa de la Universidad de Florida para la Conservación y el Desarrollo Tropical (TCD): Una Estrategia Interdisciplinaria para entrenar a la siguiente generación de conservacionistas en el trópico y otras regiones geográficas del hemisferio sur. *Memorias de la XCI MFAUNA*, Salta, Argentina.
- 2012 Response of Large Galliforms and Tinamous (Cracidae, Phasianidae, Tinamidae) to Habitat Loss and Fragmentation in Northern Guatemala (with D. Thornton and M. Sunquist). *Oryx*, 46: 567-576.
- 2012 The Role of Private Lands for Conservation: Land Cover Change Analysis in the Caldenal Savanna Ecosystem, Argentina (with M. Gonzales Roglich and J. Southworth). *Applied Geography*, 34(2): 281-288.
- 2011 Influence of Habitat Factors on the Distribution and Abundance of a Marsupial Seed Disperser (with M. Rodriguez-Cabal). *Journal of Mammalogy*, 92(6): 1245-1252.

Percentage of time devoted to LAS: 75%

Distinctions: UF Senior Faculty Award, 2011; Distinguished Service Award in Wildlife Conservation and Management, Dirección de Recursos Naturales, La Pampa Province, Argentina; Award for contributions to building the wildlife profession and conservation programs in Argentina, 2010

BRANHAM, Marc A.

Year of Appointment: 2003

Title/Department: Associate Professor, Entomology and Nematology

Tenure Status: Tenure-track

Education: BS, University of Kansas at Lawrence, Organismal Biology, 1992; MA, University of Kansas at Lawrence, Entomology, 1995; PhD, Ohio State University, Entomology, 2002

Number of Theses Supervised During Past 5 Years: 9

Languages: Spanish (S-1)

Research/Teaching Interests: Systematics and signal evolution of fireflies; Firefly fauna of the Caribbean

Overseas Experience: Costa Rica, Cuba, Dominican Republic

Selected Publications:

- 2010 Lampyridae. In R.G. Beutel and R.A.B. Leschen, eds., *Handbuch der Zoologie*, Band IV Arthropoda: Insecta, Teilband 39, Evolution and Systematics. Walter de Gruyter, Berlin, pp. 141-147.
- 2010 Platyphoridae. In R.G. Beutel and R.A.B. Leschen, eds., *Handbuch der Zoologie*, Band IV Arthropoda: Insecta, Teilband 39, Evolution and Systematics. Walter de Gruyter, Berlin, pp. 103-104.

Percentage of time devoted to LAS: 25%

BRAYLAN, Susana E.

Year of Appointment: 1997

Title/Department: Senior Lecturer, Spanish and Portuguese Studies/Coordinator, Bilingual Program

Tenure Status: Non-tenure track

Education: AA, Santa Fe Community College, 1980; BA, University of Florida, Spanish, 1983; MA, University of Florida, Spanish Literature, 1990

Languages: Spanish (S-5), French (S-3)

Research/Teaching Interests: Study abroad

Courses: Spanish Translation

Overseas Experience: Argentina, Spain

Percentage of time devoted to LAS: 50%

Distinctions: Anderson/CLAS Scholar Faculty Nominee, University of Florida, 2011 & 2013

BRENNER, Mark

Year of Appointment: 1988

Title/Department: Professor, Geological Sciences; Director, Land Use and Environmental Change Institute

Tenure Status: Tenured

Education: BA, Grinnell College, Biology, 1973; MS, University of Florida, Zoology, 1978; PhD, University of Florida, Zoology, 1983

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-4)

Research/Teaching Interests: Limnology; Paleolimnology; Tropical ecology; Human-environment interactions

Courses: Ecology of the Yucatan

Overseas Experience: Belize, Bolivia, Brazil, Cuba, Dominican Republic, Ecuador, Guatemala, Haiti, Mexico, Panama, Peru, Venezuela

Selected Publications:

- 2013 Bioindicators of Climate and Trophic State in Lowland and Highland Aquatic Ecosystems of the Northern Neotropics (with L. Pérez, J. Lorenschat, J. Massafferro, C. Pailles, F. Sylvestre, W. Hollwedel, G.-O. Brandorff, G. Islebe, M.S. Lozano, B. Scharf, and A. Schwalb). *Revista de Biología Tropical (International Journal of Tropical Biology)*, 61: 603-644.
- 2013 Stable Isotopes ($\delta^{18}\text{O}$ & $\delta^{13}\text{C}$) from Multiple Ostracode Species of a Large Neotropical Lake as Indicators of Past Changes in Hydrology (with L. Pérez, J. Lorenschat, J.H. Curtis, D.A. Hodell, J. Escobar, M. Socorro Lozano, and A. Schwalb). *Quaternary Science Reviews*, 66: 96-11.
- 2012 Aridity and Vegetation Composition are Important Determinants of Leaf-Wax δD Values in Southeastern Mexico and Central America (with P. Douglas, M. Pagani, D.A. Hodell, and J.H. Curtis). *Geochimica et Cosmochimica Acta*, 97: 24-45.
- 2012 Rapid Climate Change and No-Analog Vegetation in Lowland Central America During the Last 86,000 Years (with A. Correa-Metrio, M.B. Bush, K.R. Cabrera, S. Sully, D.A. Hodell, J. Escobar, and T. Guilderson). *Quaternary Science Reviews*, 38: 63-75.
- 2012 A ~43-ka Record of Paleoenvironmental Change in the Central American Lowlands Inferred from Lacustrine Ostracod $\delta^{18}\text{O}$ (with J. Escobar, D.A. Hodell, J.H. Curtis, A. Gilli, A.D. Müller, F.S. Anselmetti, D. Ariztegui, D.A. Grzesik, L. Pérez, A. Schwalb, and T.J. Guilderson). *Quaternary Science Reviews*, 37: 92-104.

Percentage of time devoted to LAS: 75%

BROADWAY, Kenneth L.

Year of Appointment: 1997

Title/Department: Professor, Music

Tenure Status: Tenured

Education: BM, University of Georgia, Music Education, 1988; MM, University of Georgia, Music Performance, 1990; DMA, University of Georgia, Music Performance/Theory, 1996

Number of Theses Supervised During Past 5 Years: 12

Research/Teaching Interests: Steel drum history and performance; Music for percussion and saxophone

Courses: Steel Drum Ensemble

Overseas Experience: Trinidad

Selected Performances:

2012 Steel Drum Performance at the Percussive Arts Society International Convention

Percentage of time devoted to LAS: 50%

BROWN, Myra L.

Year of Appointment: 1990

Title/Department: Associate Professor, Political Science

Tenure Status: Tenured

Education: BA, Winthrop College, History, 1973; MAT, University of South Carolina, Early Modern European History (1400-1789)/Education, 1978; PhD, University of South Carolina, International Studies, 1988

Number of Theses Supervised During Past 5 Years: 14

Languages: French (S-2)

Research/teaching Interests: Global political economy; Comparative regionalism

Overseas Experience: Belgium, The Netherlands, United Kingdom, Chile

Selected publications:

2013 European Union Environmental Governance in Transition---Effective? Legitimate? Ecologically Rational? Special Issue on Climate Management. *Journal of International Organizations Studies*, edited by J. Mathiasen, 4(1): 109-126.

Percentage of time devoted to LAS: 25%

Distinctions: Professor of the Year, Department of Political Science, University of Florida, 2013

BROWN, Richmond F.

Year of appointment: 2006

Title/Department: Associate Professor and Associate Director, Center for Latin American Studies

Tenure Status: Tenured

Education: BA, Spring Hill College, History, 1983; MA, Tulane University, Latin American History, 1986; PhD, Tulane University, Latin American History, 1993

Number of theses supervised in past 5 years: 3

Languages: Spanish (S-3)

Research/Teaching Interests: Latin American and Caribbean history; Late Colonial and Early National Central America

Courses: Introduction to Latin America; Issues and Perspectives in Latin America; History of Central America

Overseas Experience: Guatemala, Mexico, Spain

Selected Publications:

2012 Review of *War on the Gulf Coast: The Spanish Fight against William Augustus Bowles*, in *Journal of American Studies*, Cambridge University, forthcoming.

2010 Review of *La Patria Criollo: An Interpretation of Colonial Guatemala*, edited by W.G. Lovell and C.H. Lutz, in *Colonial Latin American Historical Review*, 95(6).

Percentage of Time devoted to LAS: 100%

BRUNA, Emilio

Year of Appointment: 2002

Title/Department: Professor, Latin American Studies and Wildlife Ecology and Conservation

Tenure Status: Tenured

Education: BS, University of California, San Diego, Ecology, Behavior, and Evolution, 1994; MS, University of California, San Diego, Biology, 1995; PhD, University of California, Davis, Population Biology, 2001

Number of theses supervised during past 5 years: 39

Languages: Spanish (S-5), Portuguese (S-4)

Research/Teaching Interests: Plant population and community ecology; Tropical conservation and development; Plant-animal interactions

Courses: Introduction to Tropical Ecology and Conservation; Plant-Animal Interactions; Tropical Wildlife

Overseas Experience: Brazil, Costa Rica, Mexico

Selected Publications:

2012 Seedling co-tolerance of multiple stressors in a disturbed tropical floodplain forest (with C.M. Lucas and C.M. Nunes-Nascimento). *Ecosphere*, 4(1): 3.

2012 Mutualistic networks in a fragmented Amazonian landscape (with H.A. Passmore, S. Heredia, and H.L. Vasconcelos). *PLoS ONE*, 7(8): e40803.

2011 Phenotypic plasticity in plant responses to edge effects: experimental test with an Amazonian understory herb (with A. Segalin de Andrade). *American Journal of Botany*, 98(10): 1727-1734.

2011 Disentangling the drivers of reduced long-distance seed dispersal by birds in an experimentally fragmented landscape (with M. Uriarte, M. Anciães, M.T.B. da Silva, P. Rubim, and E. Johnson). *Ecology*, 92(4): 924-93.

Percentage of time devoted to LAS: 100%

Distinctions: Outstanding Paper Award, International Association for Landscape Ecology-US Chapter, 2012; Graduate Advisor & Teacher of the Year, UF College of Agricultural and Life Sciences, 2011; UF Research Foundation Professor, 2009-11; Fulbright Scholar, Brazil, 2009

BURNS, Alba A.

Year of Appointment: 2005

Title/Department: Clinical Associate Professor, Public Health

Tenure Status: Non-tenure track

Education: MD, Medicine and Surgery, Universidad Nacional Autónoma de Nicaragua, Managua, 1989; MSc., Clinical Tropical Medicine, London School of Hygiene and Tropical Medicine, University of London, 1991; MD (Incorporated), Doctor of Medicine, Universidad de El Salvador, UES, San Salvador, 1995

Languages: Spanish (S-5)

Research/Teaching Interests: Tropical medicine; Public health; Health program administration; Infectious diseases in Central America; Mediators of depression among college students of Asian Americans

Courses: International Health; Public Health in El Salvador

Overseas Experience: Dominican Republic, El Salvador, Guatemala, Mexico, Nicaragua

Selected Publications:

2010 Establishing a Sustainable Partnership Through Short-Term Global Field Experiences: The University of Florida and Canton El Limon Collaboration (with S. Fesperman, A. Non, M. Amaya, and K. Evans). *Public Health Reports*, 125(3): 500-504.

Percentage of time devoted to LAS: 50%

Distinctions: Inducted into the Delta Omega Honorary Society in Public Health, 2011; Teaching Performance Award, College of Public Health and Health Professions, 2010; The Most Supportive Professor, Public Health Students Association, 2010; Public Health Award for Faculty Excellence, College of Public Health and Health Professions, 2009

BURNS, Allan F.

Year of Appointment: 1976

Title/Department: Professor Emeritus, Anthropology

Tenure Status: Tenured

Education: BS, Iowa State University, Sociology, 1968; MA, University of Washington, Anthropology, 1970; PhD, University of Washington, Anthropology, 1973

Languages: Spanish (S-4), Yucatec Maya (S-3)

Research/Teaching Interests: Medical anthropology; Migration; Higher Education; Indigenous Rights; Applied Anthropology

Field Research Experience: Belize, El Salvador, Guatemala, Mexico

Selected Publications:

2013 Theory and Method in the Anthropology of Zora Neale Hurston. In R.J. McGee and R. Worms, eds., *Theory in Social and Cultural Anthropology*. San Francisco: Sage Publications, forthcoming.

2013 The Uniqueness of Latin American Indigenous Migration. *Encyclopedia of Global Human Migration*. New York: Wiley-Blackwell, forthcoming.

2012 Shelton Davis and Applied Anthropology. *Tipiti: Journal of the Society for the Anthropology of Lowland South America*, 9: 166-171.

2012 Yucatec Maya Humor through Stories. In M. Carrasco and K. Hull, eds., *Parallel Worlds: Genre, Discourse and Poetics in Contemporary, Colonial and Classic Maya Literature*. Boulder, CO: University of Colorado Press, pp. 503-538.

2012 Working Alongside Each Other: Long Term Research with Guatemalan Immigrants (with J. Camposeco). *Practicing Anthropology*, 34(1): 9-12.

Percentage of time devoted to LAS: 25%

Distinctions: Doctoral Dissertation Mentor/Advisor Award, University of Florida, 2011; Outstanding Mentor Award, Florida Education Fund and McKnight Minority Program, 2010.

BUSCHBACHER, Robert J.

Year of Appointment: 2002

Title/Department: Associate In, Forest Resources and Conservation; Program Coordinator, Amazon Conservation Leadership Initiative

Tenure Status: Non-tenure track

Education: BA, Cornell University, Biology, 1976; PhD, University of Georgia, Ecology, 1984

Number of Theses Supervised During Past 5 Years: 7

Languages: Portuguese (S-4), Spanish (S-3)

Research/Teaching Interests: Tropical conservation and development; Management of protected areas and their buffer zones; Community-based conservation; Collaborative management of natural resources; Governance

Courses: Conservation Entrepreneurship; Impact of Conservation and Development Policies

Overseas Experience: Brazil, Venezuela, Peru, Mexico, Bolivia, Guatemala, Costa Rica

Percentage of time devoted to LAS: 100%

CARTER, Douglas R.

Year of Appointment: 1993

Title/Department: Professor, Forest Resources and Conservation

Tenure Status: Tenured

Education: BS, Texas A & M University, Forest Management, 1985; MS, Texas A & M University, Forest Economics and Policy, 1989; PhD, University of Georgia, Forest Resource Economics and Management, 1993

Number of Theses Supervised During Past 5 Years: 6

Languages: Portuguese (S-1)

Research/Teaching Interests: Forest economics and management

Overseas Experience: Brazil

Selected Publications:

- 2012 The Sustainability of Timber Production from an Eastern Amazonian Forest (with A.J. Macpherson, M.D. Schulze, E. Vidal and M.W. Lentini). *Land Use Policy*, 29(2): 339-350.
- 2010 A Decision Support System for Land Allocation Under Multiple Objectives in Public Production Forests of the Brazilian Amazon (with M.W. Lentini, and A.J. Macpherson). *International Journal of Forestry Research*, Vol. 2010.
- 2010 A Model for Comparing Reduced Impact Logging with Conventional Logging for an Eastern Amazonian Forest (with A.J. Macpherson, M.D. Schulze, and E. Vidal). *Forest Ecology and Management*, 260(11): 2002-2011.
- 2010 Following the Rules: Brazilian Logging Concessions under Imperfect Enforcement and Royalties (with A.J. Macpherson, M.W. Lentini, and M.D. Schulze). *Land Economics*, 86(3): 493-513.
- 2009 Eficiência de serrarias na Amazônia: Uma análise por envoltória de dados (Sawmill Efficiency in the Brazilian Amazon: A Data Envelopment Analysis) (with A.J. Macpherson, M.W. Lentini, and W.N. Baitz). *Sumário. Scientia Forestalis*, 37(84): 331-533.

Percentage of time devoted to LAS: 25%

COADY, Maria R.

Year of Appointment: 2003

Title/Department: Associate Professor, Teaching and Learning

Tenure Status: Tenured

Education: BS, University of New Hampshire, International Perspectives/Business Administration, 1989; M.Ed, Boston University, Language, Literacy and Cultural Studies, 1994; PhD, University of Colorado at Boulder, Social, Bilingual, and Multicultural Foundations of Education, 2001

Number of Theses Supervised During Past 5 Years: 15

Languages: Spanish (S-3); French (S-2)

Research/Teaching Interests: Bilingualism; Language, literacy and education among Latino, immigrant families and children; Preparing teachers for English learner students

Courses: Language and Education Issues of Migrants; Foundations of Language and Culture; ESOL Assessment; Cross Cultural Communication for Educators

Selected Publications:

- 2013 Preparing mainstream teachers for CLD students: Enhancing the knowledge and skills that teachers of CLDs must have (with E.J. Jong, and C.A. Harper). *Theory into Practice*, Special Topics Issue, invited paper.
- 2013 The Transformative Power of Gaming Literacy: What Can We Learn from Adolescent English Language Learners' Literacy Engagement in *World of Warcraft (WoW)*? (with Z. Li, and C. Chu).
- 2013 A review of Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs, 2nd Ed, edited by O.B. Miramontes, A. Nadeau, and N.L. Commins, in *Language Policy: An International Journal*.
- 2011 Preservice to practice: Mainstream teacher beliefs of preparation and efficacy with English language learners in the state of Florida (with E.J. de Jong, and C. Harper). *Bilingual Research Journal*, 34(2): 223-239.

Percentage of time devoted to LAS: 25%

COFFEY, Amy Jo

Year of Appointment: 2006

Title/Department: Associate Professor, Telecommunication

Tenure Status: Tenured

Education: BA, Saint Olaf College, Political Science/Biology, 1992; MA, Ohio State University, Journalism, 1997; PhD, University of Georgia, Mass Communication, 2007

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-3)

Research/Teaching Interests: Media management and economics; Audience analysis; Hispanic audiences and language; Ethnic and non-English speaking audiences in the U.S.

Courses: Telecommunication Programming; Telecommunication Management; Audience Analysis

Overseas Experience: Costa Rica

Selected Publications:

- 2013 Spanish language audiences in the U.S.: Predictors of advertiser involvement across media platforms. *Journal of Advertising Research*, forthcoming.
- 2013 Representing ourselves: Ethnic representation of America's television newsrooms. *Howard Journal of Communications*, 24(2): 154-177.
- 2012 Advertiser attitudes regarding the substitutability of English language television to reach foreign language target audiences. *Journalism & Mass Communication Quarterly*, 89(4): 710-730.
- 2012 Teaching students to serve niche audiences: A case study in Spanish language news. *Electronic News*, 6(2): 81-91.
- 2010 Defining a product market for Spanish-language broadcast media: Lessons from United States v. Univision Communications Inc. and Hispanic Broadcasting (with A.K. Sanders). *Communication Law & Policy*, 15(1): 55-89.

Percentage of time devoted to LAS: 25%

COMERFORD, Nicholas B.

Year of Appointment: 1980

Title/Department: Professor, Soil and Water Science; Director, North Florida Research and Education Center

Tenure Status: Tenured

Education: BS, University of Illinois, Forestry, 1974; MS, University of Minnesota, Forest Soils, 1976; PhD, State University of New York, Forest Soils, 1980

Number of Theses Supervised During Past 5 Years: 1

Languages: Portuguese (S-3)

Research/Teaching Interests: Soil-root interactions; Nutrient uptake modeling; Tree nutrition; Soil fertility; Soil degradation; Tropical forest soils

Courses: Forest & Soil Ecosystem Services

Overseas Experience: Brazil, Colombia

Selected Publications:

- 2013 Sorption and desorption of phosphate on biochar and biochar-soil mixtures (with M.M. Morales, I.A. Guerrini, N.P.S. Falcão, and J.B. Reeves). *Soil Use Management*, 29(3): 306-314.
- 2012 Loblolly and slash pine control organic carbon in soil aggregates and carbon mineralization (E.I. Azuaje, W.G. Harris, J.B. Reeves, III, and S. Grunwald). *Forest Ecology and Management*, 263: 1-8.
- 2010 Cover crops alter phosphorus soil fractions and organic matter accumulation in a Peruvian cacao agroforestry system (with H. Hall, Y. Li, H. Popenoe, and V. Baligar). *Agroforestry Systems*, 80: 447-455.

Percentage of time devoted to LAS: 50%

Distinctions: President of Soil Science Society of America; Chair of the Board of Alliance of Crop, Soil and Environmental Science Societies Corporation; Professor Visitante (Universidade Estadual de Santa Cruz, Universidade Federal de Viçosa)

CRANE, Jonathan H.

Year of Appointment: 1987

Title/Department: Professor and Associate Director, Horticultural Sciences

Tenure Status: Tenured

Education: BS, Oregon State University, Horticultural Science, 1981; MS, University of Florida, Horticultural Science, 1984; PhD, University of Florida, Horticultural Science, 1987

Languages: Spanish (S-1)

Research/Teaching Interests: Sustainable irrigation and nutrient management for tropical fruit groves; Plant iron nutrition; Plant stress physiology; Evaluation and culture of biofuel species

Overseas Experience: Barbados, Belize, Brazil, Chile, China, Colombia, Costa Rica, Ecuador, Egypt, Dominica, Dominican Republic, Grenada, Guam, Guatemala, Guyana, Haiti, Honduras, Israel, Jamaica, Malaysia, Mexico, Peru, Puerto Rico, Spain, St. Lucia, St. Vincent, Taiwan, Thailand, Trinidad-Tobago, Venezuela

Courses: Tropical Fruit Production and Research

Selected Publications:

- 2013 History, distribution, and uses (with J.B. Bost, and N.J.H. Smith). In B. Schaffer, B.N. Wolsterholme, and A.W. Whiley, eds., *The Avocado: Botany, Production and Uses*. New York, NY: CABI International, pp. 10-30.
- 2013 Cultivars and rootstocks (with G. Douhan, B.A. Faber, M.L. Arpaia, G.S. Bender, and C.F. Balerdi). In B. Schaffer, B.N. Wolsterholme, and A.W. Whiley, eds., *The Avocado: Botany, Production and Uses*. New York, NY: CABI International, pp. 200-233.
- 2012 Water savings, nutrient leaching, and fruit yield in a young avocado orchard as affected by irrigation and nutrient management (with N. Kiggundu, K.W. Migliaccio, B. Schaffer, and Y. Li). *Irrigation Science*, 30: 275-286.
- 2012 Laurel wilt: A global threat to avocado production (with R.C. Ploetz, J.A. Smith, S.A. Inch, J.E. Pena, E.A. Evans, P. Kendra, J. Hulcr, L. Stelinski and R. Schnell). *Proceedings VII World Avocado Congress*, pp. 186-197.

Percentage of time devoted to LAS: 25%

CROOK, Larry

Year of Appointment: 1990

Title/Department: Professor, School of Music; Co-Director, Center for World Arts, College of Fine Arts

Tenure Status: Tenured

Education: BA, University of Texas, Music, 1975; MM, University of Texas, Ethnomusicology, 1981; PhD, University of Texas, Ethnomusicology, 1991

Number of theses supervised during past 5 years: 30

Languages: Portuguese (S-4), Spanish (S-2)

Research/Teaching Interests: Brazilian and Caribbean music, social action, and national sentiment; Music and race; Brazilian percussion

Field Research Experience: Brazil, Nigeria

Selected Publications:

2013 Thirteen entries in the *Encyclopedia of Latin American Popular Music*. George Torres, ed., Santa Barbara, Denver, and London: Greenwood Press.

2013 Review of *Music of the Latin America and the Caribbean* by Mark Brill. *New West Indian Guide*, Volume 87, (1-2): 192-194.

Percentage of time devoted to LAS: 75%

Distinctions: President, Society for Ethnomusicology Southeast USA and Caribbean Chapter, 2013; President, Florida Folklife Council, 2012; Area Head UF Musicology/Ethnomusicology

CUDA, James P.

Year of Appointment: 1998

Title/Department: Professor, Entomology & Nematology

Tenure Status: Tenured

Education: BS, Southern Illinois University- Carbondale, Zoology, 1973; MS, Southern Illinois University- Carbondale, Zoology, 1976; PhD, Texas A&M University, Entomology, 1983

Number of Theses Supervised During Past 5 Years: 6

Research/Teaching Interests: Classical and augmentative biological control of aquatic and terrestrial weeds in Florida and the south-eastern United States

Courses: Consequences of Biological Invasions

Overseas Experience: Africa, Argentina, Brazil, Canada, France, Guadeloupe, India, Mexico, Nicaragua, Paraguay

Selected Publications:

2013 Biological control of hygrophila: Foreign exploration for candidate natural enemies (with A. Mukherjee, C.A. Ellison, J.P. Cuda, and W.A. Overholt). Waikiloa Beach, HI: Proc. XIII International Symposium of Biological Control of Weeds, September 2011, in press.

2012 Role of Molecular Genetics in Identifying 'Fine Tuned' Natural Enemies of the Invasive Brazilian Peppertree (with L.R. Christ, V. Manrique, W.A. Overholt, G.S. Wheeler, and D.A. Williams). *Schinus terebinthifolius*: A Review. *Biological Control*, 57: 227-232.

2011 Effect of an herbivorous stem mining midge on the growth of hydrilla (with B.R. Coon, Y.M. Dao, and T.D. Center). *Journal of Aquatic Plant Management*, 49: 83-89.

2010 Establishment and initial impact of *Gratiana boliviana* (Chrysomelidae), first biocontrol agent released against tropical soda apple in Florida (with J. C. Medal). *Florida Entomology*, 93: 493-500.

2009 Natural enemies of Brazilian peppertree (*Schinus terebinthifolius*: Anacardiaceae) from Argentina: their possible use for biological control in the USA (with F. McKay, M. Olerio, G.C. Walsh, D. Gandolfo, and G.S. Wheeler). *Florida Entomology*, 92: 292-303.

Percentage of time devoted to LAS: 25%

DAS, Rajeeb

Year of Appointment: 2013

Title/Department: Senior Program Evaluator and Assessment Specialist, Office of the Provost, Institutional Planning and Research

Tenure Status: Non-tenure track

Education: BS, University of Michigan, Cell Biology, 1998; Master of Science in Public Health, University of South Florida, 2000; Ph.D. Candidate, Research and Evaluation Methodology, University of Florida, 2014

Languages: Spanish (S-2)

Research/Teaching Interests: Specialization in quantitative & qualitative data analysis and data mining to link financial, enrollment, and student semester data; Evaluation employing surveys, focus groups, interviews, and data analysis for quality improvement and to guide future evaluation efforts; training in financing higher education in international contexts with focus on Cuba

Selected Publications:

2013 Use of a prenatal risk screen to predict maternal traumatic pregnancy-associated death: program and policy implications (with N. Hardt, J. Eliazar, M. Burt, W. Winter, H. Saliba, and J. Roth). *Women's Health Issues*, 23(3): e187-93.

2013 Neighborhood level hot spot maps to inform delivery of primary care and allocation of resources (with N. Hardt, S. Muhamed, R. Estrella, and J. Roth). *The Permanente Journal*, 17(1): 4–9.

Percentage of time devoted to UF NRCs: 50%

Distinctions: 2013 E. T. York Work of Heart Award for Community Service, 2012 University of Florida Superior Accomplishment Award for Community Service, 2012 University of Florida Health Science Center Community Service Award

DAIN, Jonathan L.

Year of Appointment: 2001

Title/Department: Lecturer, Latin American Studies

Tenure Status: Non-tenure track

Education: BA, University of Rhode Island, Anthropology/Spanish, 1983; MA, University of Florida, Anthropology, 1991

Languages: Portuguese (S-4), Spanish (S-4)

Research/Teaching Interests: Tropical conservation and development; Conflict management; Facilitation skills; Mediation; Multi-stakeholder collaboration and public deliberation; Natural resources leadership; Adult and experiential learning

Courses: Conflict Management; Communication and Leadership; Facilitation Skills for Adaptive Management; Impacting of Conservation and Development Policy

Overseas Experience: Brazil, Mexico, Paraguay

Selected Publications:

2009 Partnering for Greater Success: Local Stakeholders and Research in Tropical Biology and Conservation (with K. Kainer, M. DiGiano, A. Duchelle, L.H.O. Wadt, and E. Bruna). *Biotropica*, 41(5): 555–562.

Percentage of time devoted to LAS: 50%

DE JONG, Ester

Year of Appointment: 2001

Title/Department: Associate Professor, School of Teaching and Learning

Tenure Status: Tenured

Education: BA, Tilburg University, Linguistics and Literature Studies; MA, Tilburg University, Linguistics and Literature Studies, 1990; EdD, Boston University, Literacy, Language, and Cultural Studies, 1996

Research/Teaching Interests: Two-way bilingual education; Integrated models for language minority schooling; Educational language policy; Teacher preparation for bilingual students

Courses: ESOL Methods; Methods for Teaching ESOL K-12

Selected Publications:

- 2013 Preparing mainstream teachers for multilingual classrooms. *Association of Mexican American Educators Journal*, in press.
- 2013 Policy discourses and U.S. language in education policies. *Peabody Journal of Education*, 88(1): 98-111.
- 2013 Enhanced knowledge and skills for elementary mainstream teachers of English language learners (with C.A. Harper and M. Coady). *Theory into Practice*, 52(2): 89-97.
- 2012 Teacher discourse and peer interaction in linguistically diverse classrooms. In Y. Bogum, and H. Kim, eds., *Teachers' Roles in Second Language Learning: Classroom Applications of Sociocultural Theory*. Charlotte, NC: Information Age Publishing, pp. 191-212.
- 2012 Dual Language programs as a strand within a secondary school: Dilemmas of school organization and the TWI mission (with C.I. Bearse). *International Journal of Bilingual Education and Bilingualism*, 17(1): 15-31.

Percentage of time devoted to LAS: 100%

Distinctions: Award for Excellence in Research on Bilingual Education, ATDLE, 2013

DEAGAN, Kathleen A.

Year of Appointment: 1983

Title/Department: Distinguished Research Curator Emerita, Florida Museum of Natural History

Tenure Status: Tenured

Education: BA, University of Florida, Anthropology, 1970; PhD University of Florida, Anthropology, 1974

Languages: Spanish (S-4)

Research/Teaching Interests: Historical archaeology; Spanish colonial studies and historic period material culture

Courses: Historical Archeology

Overseas Experience: Dominican Republic, Haiti

Selected Publications:

- 2011 *Sex, Status, and Role in the Mestizaje of Spanish Colonial Florida*. Nabu Press.

Percentage of time devoted to LAS: 100%

DEERE, Carmen Diana

Year of Appointment: 2004

Title/Department: Distinguished Professor, Latin American Studies and Food & Resource Economics

Tenure Status: Tenured

Education: BA, University of Colorado, International Affairs/ Economics, 1967; MA, The Fletcher School of Law and Diplomacy, Development Studies, 1968; PhD, University of California, Agricultural Economics, 1978

Number of Theses Supervised During Past 5 Years: 23

Languages: Spanish (S-5), Portuguese (S-3)

Research/Teaching Interests: Gender and distribution of wealth; Gender and development; Economic history and development; Agricultural development; Household economics; Land tenure and land policy

Courses: Gender and Latin American Development; Economic Development of Latin America; Foundations of Economics for Sustainable Development

Overseas Experience: Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Peru

Selected Publications:

2013 Property Rights and the Gender Distribution of Wealth in Ecuador, Ghana and India (with A.D. Oduro, H. Swaminathan, and C. Doss). *Journal of Economic Inequality*, 11(2): 249-265.

2012 *Feminist Economics*, Special Issue on Gender and International Migration (guest edited with L. Beneria and N. Kabeer). 18(2).

2012 Gender and International Migration: Globalization, Development and Governance (with L. Beneria and N. Kabeer). In L. Beneria, C.D. Deere and N. Kabeer, eds., Special Issue on Gender and International Migration. *Feminist Economics*, 18(2): 1-30.

2012 Asset Ownership and Egalitarian Decision-making in Dual-headed Households in Ecuador (with J. Twyman). *Review of Radical Political Economy*, 44(3): 313-320.

2012 Gender Inequality in Asset Ownership in Latin America: Female Owners versus Household Heads (with G. Alvarado and J. Twyman). *Development and Change*, 43(2): 505-530.

Percentage of time devoted to LAC studies: 100%

Distinctions: Past President, Latin American Studies Association; Grants from UN Women, UN Foundation, Dutch MDG3 Fund, World Bank

DEFRANCE, Susan D.

Year of Appointment: 2001

Title/Department: Associate Professor and Chair, Anthropology

Tenure Status: Tenured

Education: BA, Louisiana State University, Anthropology, 1982; MA, University of Florida, Anthropology, 1988; PhD, University of Florida, Anthropology, 1993

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-3)

Research/Teaching Interests: Zooarchaeology; Environmental archaeology; Coastal adaptations; Historical archaeology; Central Andes and Caribbean

Courses: Archeology of Maritime Adaptations; Food and Culture

Overseas Experience: Bolivia, Mexico, Peru

Selected Publications:

2013 Late Prehispanic Coquina Quarrying and Tomb Construction in Coastal Southern Peru (with E. Olson). *Journal of Island and Coastal Archaeology*, 8(1): 1-14.

2012 Fauna Local e Importada: Dieta y Uso de Animales en el Potosí Colonial. *Chungará* (Chile), 44(1): 9-24.

2011 Isotopic Evidence for Middle Horizon to Sixteenth Century Camelid Herding in the Osmore Valley, Peru (with E.K. Thornton, J. Krigbaum, and P.R. Williams). *International Journal of Osteoarchaeology*, 21: 544-567.

2010 Paleopathology and Health of Native and Introduced Animals on Southern Peruvian and Bolivian Spanish Colonial Sites. *International Journal of Osteoarchaeology*, 20(5): 508-524.

Percentage of time devoted to LAS: 75%

Distinctions: National Science Foundation Grant, 2012-present

DINOPOULOS, Elias

Year of Appointment: 1988

Title/Department: Professor, Economics

Education: BA, Harvard College, Economics, 1979; MA, Columbia University, Economics, 1980; M. Phil., Economics, Columbia University, 1982; PhD, Columbia University, Economics, 1985

Tenure Status: Tenured

Research/Teaching Interests: International economics; Economic growth and technological change; Economic development

Courses: Latin American Business Economics; Competitive Strategies in Expanding Markets; International Trade; International Business Economics; The Firm in the Global Economy; International Macroeconomics; International Economic Relations; Economic Growth; Economic Development; International Economics; Intermediate Microeconomics; Managerial Economics; Introductory Microeconomics

Selected Publications:

- 2013 A Simple Model of Quality Heterogeneity and International Trade. *Journal of Economic Dynamics and Control*, 37(1): 68-83.
- 2012 Review of *Unified Growth Theory* by Oded Galor, *Journal of Economic Literature*, 50(1): 213-216.
- 2011 Intraindustry Trade and the Skill Premium: Theory and Evidence (with C. Syropoulos, B. Xu, and Y. Yotov). *Journal of International Economics*, 84: 15-25.
- 2011 Quality Heterogeneity and Global Economic Growth (with B. Unel). *European Economic Review*, (Lead article), 55: 595-612.
- 2011 International Trade Patterns under Quasi-Linear Preferences (with K. Fujiwara and K. Shimomura). Kobe University, *Review of Development Economics*, 15(1): 154-67.

Percentage of time devoted to LAS: 25%

Distinctions: Nominated for Doctoral Dissertation Advising/Mentoring Award, UF, 2011-12

DOS SANTOS, Silvio J.

Year of Appointment: 2007

Title/Department: Assistant Professor, Music

Tenure Status: Tenure-track

Education: BM, Faculdade Santa Marcelina, Guitar Performance, 1989; GPC, The Boston Conservatory, Guitar Performance, 1993; MM, The Boston Conservatory, Guitar Performance, 1997; PhD, Brandeis University, Musicology, 2003

Number of Theses Supervised During Past 5 Years: 7

Languages: Portuguese (S-5)

Research/Teaching Interests: Brazilian music and culture; Heitor Villa-Lobos; Latin American guitar music and composers; 20th century Latin American music and the arts

Overseas Experience: Brazil

Selected Publications:

- 2013 Assad, Sérgio. In C.H. Garrett, ed., *The Grove Dictionary of American Music, 2nd edition*. New York, NY: Oxford University Press.
- 2013 Barbosa-Lima, Carlos. In C.H. Garrett, ed., *The Grove Dictionary of American Music, 2nd edition*. New York, NY: Oxford University Press.
- 2013 De Carvalho, Eleazar. In C.H. Garrett, ed., *The Grove Dictionary of American Music, 2nd edition*. New York, NY: Oxford University Press.
- 2013 Kampela, Arthur. In C.H. Garrett, ed., *The Grove Dictionary of American Music, 2nd edition*. New York, NY: Oxford University Press.
- 2012 Translation: "Nationalism, Authoritarianism and Cultural Construction: Carlos Chávez and Mexican Music (1921-1952)" by Luis Velasco Pufleau. *Music and Politics* 6, no. 2.

Percentage of time devoted to LAS studies: 50%

Distinctions: Open Access Editorial Service Award, University of Florida Libraries, 2012; Appointed to the Editorial Board of *Music and Politics*, 2010

DWYER NAVAJAS, Kathryn V.

Year of Appointment: 1999

Title/Department: Senior Lecturer, Spanish and Portuguese Studies

Tenure Status: Non-tenure track

Education: BA, University of Florida, Spanish, 1993; MA, Johns Hopkins University, Hispanic and Italian Studies, 1997; ABD, Johns Hopkins University

Languages: Spanish (S-4), Portuguese (S-2)

Research/Teaching Interests: Oral history; Spanish-speaking immigrants to Florida

Courses: Beginning Spanish I; Beginning Spanish II; Advanced Spanish Conversation 2; Spanish Service Learning; Intermediate Spanish I; Elementary Spanish: Review and Progress; Grammar and Composition II

Overseas Experience: Argentina

Percentage of time devoted to LAS: 50%

Distinctions: Superior Achievement Award for Community Service, University of Florida, 2013; CLAS Teaching Award nomination (declined), 2013

EMERY, Kitty F.

Year of Appointment: 2001

Title/Department: Associate Curator, Environmental Archaeology, Florida Museum of Natural History

Tenure Status: Tenured

Education: BS, Trent University, 1986; MA, University of Toronto, Archaeology, 1990; MA, Cornell University, Environmental Archaeology, 1993; PhD, Cornell University, Archaeology, 1997

Number of Theses Supervised During Past 5 Years: 22

Languages: Spanish (S-3)

Research/Teaching Interests: Archaeology of ancient environments of Mesoamerica; Ancient Maya animal use

Courses: Environmental Archaeology; Maya Zooarchaeology

Overseas Experience: Belize, Guatemala, Honduras

Selected Publications:

- 2012 *Motul de San José: Politics, History and Economy in a Classic Maya Polity* (with A.E. Foias). Gainesville, FL: University Press of Florida.
- 2012 Maya Hunting Sustainability: Perspectives from Past and Present. In R.J. Chacon and R.G. Mendoza, eds., *To Report or Not to Report: Amerindian Warfare, Environmental Degradation, and the Anthropologist's Dilemma*. New York: Springer Press, pp. 79-116.
- 2012 Earliest Mexican turkey (*Meleagris gallopavo*) in the Maya region found at the Preclassic site of El Mirador, Peten, Guatemala (with E.K. Thornton, D. Steadman, C. Speller, R. Matheny, and D. Yang). *PLoS*, 17(8): e42630.
- 2010 *Dietary, Environmental, and Societal Implications of Ancient Maya Animal Use in the Petexbatun: A Zooarchaeological Perspective on the Collapse*. Vanderbilt Institute of Mesoamerican Archaeology Volume 5. Nashville, TN: Vanderbilt University Press.
- 2009 Maya Bone Crafting: Defining the Nature of a Late/Terminal Classic Maya Bone Tool Manufacturing Locus. *Journal of Anthropological Archaeology*, 28: 458-470.

Percentage of time devoted to LAS: 100%

Distinctions: National Science Foundation Archaeology Program, 2012, 2013

EMMEL, Thomas C.

Year of Appointment: 1982

Title/Department: Director, McGuire Center for Lepidoptera and Biodiversity

Tenure Status: Tenured

Education: BA, Reed College, 1963; PhD, Stanford University, 1967

Languages: Spanish (S-3), Portuguese (S-1)

Research/Teaching Interests: Population biology and biodiversity; Conservation biology; Ecological genetics of tropical and temperate organisms, especially insects

Overseas Experience: Brazil, Costa Rica, Dominican Republic, Ecuador, Jamaica, Mexico, Panama, Peru, Trinidad and Tobago

Percentage of time devoted to LAS: 25%

ESCOBEDO, Francisco J.

Year of Appointment: 2006

Title/Department: Associate Professor, Forest Resources and Conservation

Tenure Status: Tenure-track

Education: BS, Agriculture-Soil Science, New Mexico State University, 1994; MS, Watershed Management, University of Arizona, 1998; PhD, Forest Resources Management, Environmental and Natural Resources Policy, State University of New York, 2004

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-5), Portuguese (S-3)

Research/Teaching Interests: Urban and community forestry and ecology, management, and ecosystem services of forested ecosystems

Overseas Experience: Chile, Mexico, Colombia, Argentina, China, Italy, Sri Lanka

Selected Publications:

- 2012 The role of a peri-urban forest on air quality improvement in the Mexico City Megalopolis (with D. Baumgardner, S. Varela, A. Chacalo, and C. Ochoa). *Environmental Pollution*, 163: 174-183.
- 2011 *Extensión* in Natural Resources: Analyzing extension needs of the Spanish-speaking community of Florida (with M. Wyman, S. Varela, C. Asuaje, H. Mayer, M. Swisher, and A. Hermansen). *Journal of Extension*, 49: Article 2FEA3.
- 2011 Ecuaciones de biomasa aérea y área foliar basadas en métodos no destructivos para árboles urbanos de dos comunas de Chile Central (with C. Dobbs and J. Hernández). *Bosque*, 32(3): 287-296.

Percentage of time devoted to LAS: 25%

Distinctions: Steering Committee Member, Development of guidelines for urban and peri-urban forestry management for municipalities, Food and Agricultural Organization of the United Nations, 2009

ESSEGBEY, James

Year of Appointment: 2005

Title/Department: Associate Professor, Languages, Literatures and Cultures

Tenure Status: Tenured

Education: BA, University of Ghana, Linguistics & French, 1988; Cand. Philologiae, N.T.N.U, Norway, Linguistics, 1994; PhD, Leiden University, The Netherlands, Linguistics, 1999

Number of Theses Supervised During Past 5 Years: 3

Languages: French (S-3)

Research/Teaching Interests: Investigating the influence of the Gbe languages of West Africa in Surinam creoles; African elements in the Americas

Courses: Black Englishes; Language Documentation

Overseas Experience: Suriname

Selected Publications:

- 2013 Cross-linguistic influence in language creation: assessing the role of the Gbe languages in the formation of the Creoles of Surinam (with B. Migge and D. Winford). *Lingua*, 129:1-8.
- 2013 Possibility and necessity modals in Gbe and Surinamese Creoles (with M. van den Berg and M. vd Vate). *Lingua*, 129: 67-95.

Percentage of time devoted to LAS: 25%

EVANS, Edward A.

Year of Appointment: 2004

Title/Department: Associate Professor, Agricultural Economics

Tenure Status: Tenure-track

Education: BS, University of the West Indies, Agriculture, 1979; MS, University of the West Indies, Agricultural Economics, 1982; PhD, University of Florida, Food and Resource Economics, 1999

Research/Teaching Interests: International trade and development; Caribbean agro-economic issues; Food and nutrition issues; Invasive species and pest risk analysis

Overseas Experience: Barbados, Belize, Dominica, Grenada, Guyana, Montserrat, St. Lucia, St. Vincent, Trinidad and Tobago

Selected Publications:

- 2013 Un modelo de simulación discreto para determinar la edad óptima de replantación en presencia de la Pudrición del cogollo (with M. Mosquera, K.Grogan, and T.H. Spreen). *Journal Palmas*, forthcoming.
- 2013 The US food safety and modernization act: Implications for Caribbean exporters (with M. Mosquera, K.Grogan, and T.H. Spreen). *Social and Economic Studies*, 62(1): 151-176.
- 2013 A Framework for Determining the Period When a Perennial Crop Is No Longer Profitable after a Disease Outbreak (with M. Mosquera, K.Grogan, and T.H. Spreen). *Theoretical Economics Letters*, 3(3): 171-181.
- 2009 World Mango Trade and the Economics of Mango Production (with O. Mendoza). In R.E. Litz, ed., *The Mango: Botany, Production and Uses* (2nd ed.). UK: CABI Publishing, pp. 606-628.

Percentage of time devoted to LAS: 25%

Distinctions: Krome Memorial Institute Best Paper Award, Florida State Horticultural Society (FSHS), 2009

FLETCHER, Robert

Year of Appointment: 2007

Title/Department: Associate Professor, Wildlife Ecology and Conservation

Tenure Status: Tenure-track

Education: BA, University of Colorado, Environmental, Organismal, and Population Biology, 1996; PhD, Iowa State University, Ecology and Evolutionary Biology, 2003

Number of Theses Supervised During Past 5 Years: 16

Languages: Spanish (S-3)

Research/Teaching Interests: Landscape and spatial ecology; Conservation biology; Population and community ecology; Animal behavior; Quantitative modeling; Ornithology; Statistics.

Courses: Landscape Ecology and Conservation; Pattern and Process in Landscape Ecology; Species Distribution and Resource Selection Modeling; Introduction to Bayesian Analysis

Overseas Experience: Ecuador, Swaziland, Malaysia, India

Selected Publications:

- 2013 Network modularity reveals critical scales for connectivity in ecology and evolution (with A. Revell, B.E. Reichert, W.M. Kitchens, J. Dixon, and J.D. Austin). *Nature Communications*, forthcoming.
- 2013 Dynamic edge effects in small mammal communities across a conservation-agricultural interface in Swaziland (with Z. Hurst, R.A. McCleery, B. Collier, A. Monajedem, and N. Silvy). *PLoS One*, 8(9): 74520.
- 2013 Too risky to settle: avian community structure changes in response to perceived predation risk on adults and offspring (with F. Hua, K.E. Sieving, and R.M. Dorazio). *Proceedings of the Royal Society B*, 280: 20130762.
- 2012 Extreme weather and experience influence reproduction in an endangered bird (with B.E. Reichert, C.E. Cattau, W.L. Kendall, and W.M. Kitchens). *Ecology*, 93: 2580-2589.
- 2012 How the type of anthropogenic change alters the consequences of ecological traps (with J.L. Orrock, and B.A. Robertson). *Proceedings of the Royal Society B*, 279: 2546-2552.
- 2012 Predicting species distributions from samples collected along roadsides (with K. P. McCarthy, C.T. Rota, and R.L. Hutto). *Conservation Biology*, 26: 68-77.

Percentage of time devoted to LAS: 25%

FLOCKS, Joan D.

Year of Appointment: 2003

Title/Department: Director, Social Policy, Center for Governmental Responsibility, Levin College of Law; Co-Director, Law & Policy in the Americas Program

Tenure Status: Non-tenure track

Education: BS, University of Florida, Journalism, 1982; MA, University of Florida, Latin American Studies, 1988; JD, University of Florida, 1991

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-3), Haitian Creole (S-2)

Research/Teaching Interests: Poverty law; Social justice lawyering; Environmental justice; Florida immigrant communities

Overseas Experience: Haiti, Costa Rica, Argentina

Selected Publications:

- 2012 The Environmental and Social Injustice of Farmworker Pesticide Exposure. *Georgetown Journal on Poverty Law & Policy*, 19(2): 255-282.
- 2012 Female Farmworkers' Perceptions of Pesticide Exposure and Pregnancy Health (with M. Kelley, J. Economos, and L. McCauley). *Journal of Immigrant and Minority Health*, 14: 626-632.
- 2011 Environmental Justice Implications of Urban Tree Cover in Miami-Dade County, Florida (with F. Escobedo, J. Wade, S. Varela, and C. Wald). *Environmental Justice*, 4(2): 125-134.
- 2010 The Role of Employers and Supervisors in Promoting Pesticide Safety Behavior among Florida Farmworkers (with B. Mayer and P. Monaghan). *American Journal of Industrial Medicine*, 53(8): 814-824.
- 2009 Pesticide Policy and Farmworker Health. *Reviews on Environmental Health*, 24(4): 297-301.

Percentage of time devoted to LAS: 25%

FRAISSE, Clyde W.

Year of Appointment: 2007

Title/Department: Associate Professor, Agricultural and Biological Engineering

Tenure Status: Tenure-track

Education: BS, Universidade Federal do Parana, Civil Engineering and Cartography, 1982; MS, Catholic University of Leuven, Agricultural Engineering, 1988; PhD, Colorado State University, Agricultural and Chemical Engineering, 1994

Number of Theses Supervised During Past 5 Years: 10

Languages: Portuguese (S-5), French (S-2), Spanish (S-2)

Research/Teaching Interests: Agrometeorology; Agroclimatology; Climate variability and change

Overseas Experience: Brazil, Paraguay, Kenya, Ethiopia, Mozambique

Selected Publications:

- 2013 The effects of El Niño Southern Oscillation on the space-time variability of Agricultural Reference Index for Drought in midlatitudes (with E. Gelcer, K. Dzotsi, R. Mendes, Z. Hu, and L. Zotarelli). *Agricultural & Forest Meteorology*, 174-175: 110-128.
- 2010 Effect of El Niño Southern Oscillation on the Number of Leaching Rain Events in Florida and Implications on Nutrient Management for Tomato (with Z. Hu and E.H. Simonne). *HortTechnology*, 20: 120-132.

Percentage of time devoted to LAS: 25%

Distinctions: University of Florida IFAS International Achievement Award, 2012; Jim App Team Award, Extension Professionals Association of Florida, 2012; Outstanding Extension Worker, Florida Section of the American Society of Agricultural and Biological Engineers, 2011

FREEMAN, Richard

Year of Appointment: 2012

Title/Department: Assistant University Librarian, Library West

Tenure Status: Tenure-track

Education: BA, Southern Illinois University, Cinema & Photography; MA, Temple University, Visual Anthropology; PhD, University of Illinois at Urbana/Champaign, Anthropology; MA Library Science, SUNY Buffalo, 2009

Languages: Spanish (S-4)

Research/Teaching Interests: Political and social identity formation; Social memory, photography and ethnography; Visual anthropology; Video production; Research methods

Courses: Research in Anthropology

Overseas Experience: Argentina, South America, Central America, China, South Africa, Kenya, New Zealand, Europe

Selected Publications:

- 2013 Visual Anthropology. *Currents*, 28(2): 18-23.
- 2009 Photography and Ethnography. In M. Strong and L. Wilder, eds., *Viewpoints: Visual Anthropologists at Work*. Austin, TX: University of Texas Press.

Percentage of time devoted to LAS: 25%

FROSCH, Joan D.

Year of Appointment: 1995

Title/Department: Professor, Department of Theatre & Dance, Co-founder and Director, Center for World Arts

Tenure Status: Tenured

Education: BFA, California Institute of the Arts, Humanities, 1973; MA, Teachers College, Columbia University, Dance Education, 1996; CMA, Laban Institute of Movement Studies, Movement Analysis, 1995; PhD, Texas Woman's University, Dance, 2011

Number of Theses Supervised During Past 5 Years: 3

Languages: French (S-3), Spanish (S-3), Dutch (S-3)

Research/Teaching Interests: African dance; Modern dance; Jazz dance

Overseas Experience: Benin, Burkina Faso, Cameroon, Cote d'Ivoire, Ghana, Nigeria, Senegal, Togo

Selected Publications:

2012 *Voices of Strength: Contemporary Dance & Theatre by Women from Africa:* Kettly Noël, Maria Helena Pinto, Nelisiwe Xaba, Nadia Beugré, and Bouchra Ouizguen. *MAPP International*.

2011 *Building Enduring Partnerships: A Report to the Field.* New York: MAPP International.

2011 'Only the Sky Will Stop Me': African Women Changing Contemporary Dance: Kettly Noël, Nelisiwe Xaba, and Mamela Nyamza. *Bates Dance Festival*.

2011 One Story, One Movement (R) Evolution: An Archival Study of Faustin Linyekula. Doctoral Dissertation, Department of Dance, Texas Woman's University.

Percentage of time devoted to LAS: 25%

Distinctions: University of Florida Foundation Research Professor, 2012-15; INPUT Award for Excellence in International Public Television Production, 2011; Corporation for Public Broadcasting Producer's Fellowship, 2011; HERS Leadership Selection, 2010

GALLOWAY, Glenn

Year of Appointment: 2011

Title/Department: Director, Master of Sustainable Development Practice Program

Tenure Status: Non-tenure track

Education: BS, Colorado State University, Forest Biology, 1976; MF, University of British Columbia, Forest Genetics, 1978; PhD, University of Washington, Forest Resources, 1991

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-5)

Research/Teaching Interests: Forestry and sustainable development; Plantation forestry and agroforestry; Multi-stakeholder processes in the context of development

Courses: Development Administration; Sustainable Development Practice; Conservation and Development Practicum

Overseas Experience: Colombia, Peru, Ecuador, Costa Rica, Guatemala, Honduras, Nicaragua, El Salvador, Panama, Belize

Selected Publications:

2010 Ability of institutions to address new challenges (with B. Cashore, F. Cubbage, D. Humphreys, P. Katila, K. Levin, A. Mayudi, C. McDermott, K. McGinley, S. Kengen, J.S. Sales Medrado, M.C. Puente, A. Temu, E.A. Zanetti). In G. Mery, P. Katila, G. Galloway, M. Kanninen, M. Lobovikov, Jari Varjo, eds., *Forests and Society – Responding to Global Drivers of Change*. IUFRO World Series Volume 25. Helsinki, p. 509.

2010 The need for new strategies and approaches (with P. Katila and J. Krug). In G. Mery, P. Katila, G. Galloway, M. Kanninen, M. Lobovikov, and Jari Varjo, eds, *Forests and Society – Responding to Global Drivers of Change*. IUFRO World Series Volume 25. Helsinki, p. 509.

Percentage of time devoted to LAS: 75%

GALVÃO, Klibs

Year of Appointment: 2010

Title/Department: Assistant Professor, Food Animal Reproduction and Medicine, Large Animal Clinical Sciences

Tenure Status: Tenure-track

Education: DVM, Federal University of Goias, Brazil, Veterinary Medicine, 2002; MPVM, UC-Davis, Epidemiology, 2005; Residency, UC-Davis, Dairy Production Medicine, 2006; PhD, Cornell University, Comparative Biomedical Sciences, 2009.

Number of Theses Supervised During Past 5 Years: 6

Languages: Portuguese (S-5), Spanish (S-4)

Research/Teaching Interests: Reproductive physiology and management; Dairy production medicine; Economics of the dairy enterprise; Transition cow immunology; Immunology and microbiology of the uterus in dairy cows; Uterine diseases; Treatment of uterine diseases; Neonatology

Overseas Experience: Brazil, Mexico

Selected Publications:

- 2013 Effect of feeding maternal colostrum or plasma-derived or colostrum-derived colostrum replacer on passive transfer of immunity, health, and performance of preweaning heifer calves (with D. Priestley, J.H. Bittar, L. Ibarbia, and C.A. Risco). *Journal of Dairy Science*, 96(5): 3247-3256.
- 2013 Economic comparison of reproductive programs for dairy herds using estrus detection, timed AI, or a combination of both (with P. Federico, A. De Vries, and G.M. Schuenemann). *Journal of Dairy Science*, 96(4): 2681-2693.

Percentage of time devoted to LACS: 100%

GEGGUS, David P.

Year of Appointment: 1983

Title/Department: Professor, History

Tenure Status: Tenured

Education: BA, Oxford University, Modern History, 1971; MA, London University, Modern History, 1972; MA, Oxford University, Modern History, 1976; PhD, University of York, History, 1979

Number of theses supervised during past 5 years: 19

Languages: French (S-5), Haitian Creole (S-2), Portuguese (S-2), Spanish (S-2)

Research/Teaching Interests: Caribbean history; Slavery

Courses: Caribbean History to 1800; France in the Caribbean; Modern Caribbean; Slavery in the Atlantic World

Overseas Experience: Dominican Republic, Guatemala, Haiti, Jamaica

Selected Publications:

- 2013 La declaración de independencia de Haití. In A. Ávila, J. Dym, and E. Pani, eds., *Las declaraciones de independencia. Los textos fundamentales de las independencias americanas*. Mexico: El Colegio de México, Universidad Nacional Autónoma de México, pp. 121-131.
- 2013 Saint Domingue und die Haitianische Revolution im Atlantischen Kontext. In R. Blänkner, ed., *Heinrich von Kleists Novelle "Die Verlobung in St. Domingo": Literatur und Politik im globalen Kontext um 1800*. Würzburg: Verlag Königshausen & Neumann, pp. 21-35.
- 2013 The Slaves and Free People of Color of Cap Français. In J. Cañizares-Esguerra, M. Childs, J. Sidbury, eds., *The Black Urban Atlantic in the Age of the Slave Trade*. Philadelphia: University of Pennsylvania Press, pp. 101-121.
- 2012 Saint Domingue on the Eve of Revolution. In D. Geggus, N. Fiering, eds., *The World of the Haitian Revolution*. pp. 3-20. Revised version in A. Sepinwall, ed., *Haitian History: New Perspectives*. New York: Routledge, pp. 72-88.
- 2012 Rights, Resistance and Emancipation. In K.E. Tunstall, ed., *Self-Evident Truths? Essays on Human Rights and the Enlightenment*. New York: Continuum, pp. 157-167.
- 2011 The Haitian Revolution. In K.O. Laurence, ed., *General History of the Caribbean*, Vol. 4, *The Long Nineteenth Century: Nineteenth-Century Transformations*. Paris/London: Unesco/Macmillan, pp. 12-34.
- 2011 The Haitian Revolution in Atlantic Perspective. In N. Canny and P. Morgan, eds., *The Atlantic World c.1450-c.1820*. Oxford Handbooks series, Oxford University Press, pp. 533-549.

Percentage of time devoted to LAS: 100%

GENDREAU, Brian

Year of Appointment: 2009

Title/Department: Visiting Professor, Department of Finance, Insurance and Real Estate

Tenure Status: Non-tenure track

Education: BA, Northwestern University, Economics, 1973; MA, Johns Hopkins School of Advanced International Studies (concentration in Latin American Studies), 1976; PhD, The Wharton School, University of Pennsylvania, Business Economics, 1990

Number of Theses Supervised During Past 5 Years: 1

Languages: Spanish (S-4), French (S-3)

Research/Teaching Interests: Emerging financial markets; Financial crises

Courses: Latin America Business Environment; Emerging Markets Finance; International Finance

Overseas Experience: All major Latin American countries

Percentage of time devoted to LAS: 25%

GIL, Antonio C.

Year of Appointment: 1986

Title/Department: Lecturer, Spanish and Portuguese Studies; Assistant to the Chair and Administrative Coordinator of the Beginning Spanish Program

Tenure Status: Non-tenure track

Education: BA, University of Oregon, Romance Languages (Italian-Spanish), 1972; MA, University of Oregon, Romance Languages (Italian-Spanish), 1974

Languages: Spanish (S-5), Italian (S-5)

Research/Teaching Interests: Elementary and intermediate advanced conversation and composition syntax in Spanish; Spanish American culture and civilization; Commercial Spanish

Courses: Beginning Spanish 1; Beginning Spanish 2; Grammar and Composition 1; Grammar and Composition 2; Accelerated Spanish; Advanced Composition and Syntax; Intermediate Spanish 2; Introduction to Spanish Linguistics

Selected Publications:

2012 Translation, Alachua County Library System. Users manual.

2009 Translation, *Florida Friendly Best Management Practices for Protection of Water Resources*. Florida Department of Environmental Protection.

Percentage of time devoted to LAS: 75%

GILLESPIE, Susan D.

Year of Appointment: 2001

Title/Department: Associate Professor, Anthropology

Tenure Status: Tenured

Education: AB, University of Maryland, Anthropology, 1974; MA, University of Alabama, Anthropology, 1977; PhD, University of Illinois at Urbana-Champaign, Anthropology, 1983

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-3), French (S-1)

Research/Teaching Interests: Mesoamerican archaeology; Ethnohistory; Iconography

Courses: Aztec Civilization; Maya Civilization

Overseas Experience: Mexico

Selected Publications:

- 2011 Archaeological Drawings as Re-Presentations: The Maps of Complex A, La Venta, Mexico. *Latin American Antiquity*, 22(1): 3-36.
- 2011 Inside and Outside: Residential Burial at Formative Period Chalcatzingo, Mexico. *Archeological Papers of the American Anthropological Association*, 20: 98-120.
- 2011 Maya Memory Work. *Ancient Mesoamerica*, 21: 401-414.
- 2011 El Modelo de la "Casa" en la Estructura Política Maya. In A.L. Izquierdo, ed., *El Despliegue del Poder entre los Mayas: Nuevos Estudios sobre la Organización Política*. Mexico City: Universidad Nacional Autónoma de México.

Percentage of time devoted to LAS: 100%

Distinctions: Patty Jo Watson Distinguished Lecturer, American Anthropological Association, 2012; Member, Executive Board of the American Anthropological Association, 2010-2013; Chair, Association Operations Committee, American Anthropological Association, 2012-2013

GINWAY, M. Elizabeth

Year of Appointment: 1997

Title/Department: Associate Professor, Spanish and Portuguese Studies

Tenure Status: Tenured

Education: BA, Smith College, Comparative Literature, 1981; MA, Vanderbilt University, Spanish, 1986; PhD, Vanderbilt University, Spanish and Portuguese, 1989

Number of theses supervised during past 5 years: 1

Languages: Portuguese (S-5), Spanish (S-4), French (S-3)

Research/Teaching Interests: 19th & 20th century Brazilian literature and culture; Latin American science fiction; Portuguese language

Courses: 19th Century Brazilian Literature; Machado de Assis; Brazilian Crime and Detective Fiction; Latin American Science Fiction and Fantasy; Spanish American Science Fiction; Brazilian Cinema; Survey of Literature in Portuguese; Portuguese Oral and Written Practice; Portuguese for Speakers of Spanish

Overseas Experience: Brazil

Selected Publications:

- 2013 *The Encyclopedia of Science Fiction* (revised online edition). Various entries. In J. Clute, ed., <http://sf-encyclopedia.co.uk/?p=latamspain.k/?p=latamspain>.
- 2013 A Paradigm of the Tropical: Brazil in Anglo-American Science Fiction and Fantasy. *Science Fiction Studies*, forthcoming.
- 2013 Weaving Webs of Intrigue: Rubem Fonseca's *A grande arte* as a Work of Analytic Crime Fiction. *Hispania*, forthcoming.
- 2012 *Latin American Science Fiction: Theory and Practice* (with J.A. Brown, eds.). New York: Palgrave MacMillan.
- 2012 Science Fiction and Metafiction in the Cinematic Works of Brazilian Director Jorge Furtado (with A. Suppia). *Latin American Science Fiction: Theory and Practice*. New York: Palgrave MacMillan, pp. 203-223.

Percentage of time devoted to LAS: 100%

Distinctions: Nominated for College Teaching Award, 2010

GRAYLEE, Clarence C.

Year of Appointment: 2006

Title/Department: Associate Professor, Anthropology

Tenure Status: Tenured

Education: BA, University of Florida, Anthropology, 1996; MA, University of Florida, Anthropology, 1998; PhD, University of Florida, Anthropology, 2002

Languages: Spanish (S-4)

Research/Teaching Interests: Medical anthropology; Social inequalities in health; Ethnicity, race, and racism; Qualitative and quantitative research methods

Courses: Research Design; Medical Anthropology; Medical Anthropology Journal Club; Health and Policy in Latin America and the Caribbean

Overseas Experience: Bolivia

Selected Publications

- 2013 Mode effects in free-list elicitation: Comparing oral, written, and web-based data collection (with H.R. Bernard, C.R. Maxwell, and A. Jacobsohn). *2013 Social Science Computer Review*, 31(1): 119-132.
- 2012 Education, genetic ancestry, and blood pressure in African Americans and Whites (with A.L. Non and C.J. Mulligan). *American Journal of Public Health*, 102(8): 1559-1565.
- 2011 Research Design and Methods in Medical Anthropology. In M. Singer and P. Erickson, eds., *A Companion to Medical Anthropology*. Malden, MA: Blackwell Publishing, pp. 69-91.
- 2010 Cultural consonance and body morphology: Estimates with longitudinal data from an Amazonian society (with V. Reyes-García, T.W. McDade, T. Huanca, W.R. Leonard, S. Tanner, and TAPS Bolivian Research Team). *American Journal of Physical Anthropology*, 143(2): 167-174.

Percentage of time devoted to LAS: 25%

GUERRA, Lillian

Year of Appointment: Fall 2010

Title/Department: Associate Professor, Cuban & Caribbean History

Tenure Status: Tenured

Education: BA, History and Spanish, Dartmouth College 1992; MA Latin American Studies, University of Wisconsin-Madison, 1993; PhD, Latin American History (Modern) University of Wisconsin-Madison, 2000

Number of Thesis Supervised During Past 5 Years: 7

Languages: Spanish (S-5); Portuguese (S-3)

Research/Teaching Interests: 19th & 20th century Cuba; Caribbean diasporas; 19th & 20th century Puerto Rico; Comparative Caribbean history; US foreign policy toward Latin America

Courses: Latin American Cold War; Jewish diaspora of Latin America

Overseas Experience: Mexico, Cuba, Puerto Rico, Ecuador, India, Russia, France, England

Selected Publications:

- 2013 Martí: Ideas, Paradojas y Culturas Políticas Revolucionarias en la Cuba del Siglo XX. In *Las revoluciones americanas y la formación de los estados nacionales*. Santiago: Centro de Investigaciones Diego Barros Arana.
- 2013 Held Back: Policymakers marginalize liberal arts to give science an unfair boost. *Currents Magazine: Council for the Advancement and Support of Education*.
- 2012 *Visions of Power: Revolution, Redemption and Resistance in Cuba, 1959-1971*. University of North Carolina Press.
- 2010 Gender Policing, Homosexuality and the New Patriarchy of the Cuban Revolution, 1965-1970. *Social History*, 35(3): 268-289.
- 2010 Beyond Paradox: Counter-Revolution and the Origins of Political Culture in the Cuban Revolution, 1959-2009. In *A Century of Revolution: Insurgent and Counterinsurgent Violence During Latin America's Long Cold War*. Durham, NC: Duke University Press.

Percentage of time devoted to LAS: 100%

GURUCHARRI, Maria C.

Year of Appointment: 1991

Title/Department: Chair and Associate Professor, Landscape Architecture

Tenure Status: Tenured

Education: BLA, University of Florida, 1978; MLA, Harvard University, 1988

Number of theses supervised during past 5 years: 10

Languages: Spanish (S-5)

Research/Teaching Interests: Venues where advocacy and team process accommodate diversity and multiplicity

Courses: Principles of Landscape Architecture; Introduction to Landscape Architecture

Overseas Experience: Guatemala, Honduras, Costa Rica, Belize, Barbados

Percentage of time devoted to LAS: 25%

Distinctions: Included in Top 25 Women Professors in Florida, State Stats Organization, 2013; Teacher of the Year Award, College of Design, Construction, and Planning, 2012

HAMAN, Dorota Z.

Year of Appointment: 1985

Title/Department: Chair, Agricultural and Biological Engineering

Tenure Status: Tenured

Education: BS, University of Warsaw, Poland, Mathematics, 1973; MS, Michigan State University, Agricultural Engineering, 1980; PhD, Michigan State University, Agricultural Engineering, 1983

Languages: Spanish (S-4)

Overseas Experience: South and Central America

Research/Teaching Interests: Evaluation and demonstration of water conservation/irrigation systems in containerized production of ornamental plants; Development of crop coefficients of specialty crops in Florida

Percentage of time devoted to LAS: 25%

Distinctions: Gamma Sigma Delta Distinguished Leadership Award of Merit, 2012; Distinguished Alumni Award, Department of Biosystems and Agricultural Engineering, Michigan State University, 2010

HAMANN, Richard G.

Year of Appointment: 1980

Title/Department: Associate In, Center for Governmental Responsibility, Levin College of Law

Tenure Status: Non-tenure track

Education: BA, University of Florida, Political Science, 1971; JD, University of Florida, 1976

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-2)

Research/Teaching Interests: Comparative watershed management

Courses: Comparative Environmental Law in the Americas

Overseas Experience: Brazil, Costa Rica

Selected Publications:

2013 Can the Endangered Species Act Save the Apalachicola? *Georgia State University Law Review*, 29: 1025-1062.

2009 Modernizing Water Law: The Example of Florida (with Christine A. Klein and Mary Jane Angelo). *Florida Law Review*, 61: 403-474.

Percentage of time devoted to LAS: 25%

HARDMAN, Martha James

Year of Appointment: 1969

Title/Department: Professor Emeritus, Linguistics

Tenure Status: Tenured

Education: BA, University of Utah, 1955; MA, University of New Mexico, 1956; PhD, Stanford University, Anthropology, 1962

Number of theses supervised during past 5 years: 5

Languages: Jaqaru (S-4) Aymara (S-4), Spanish (S-4), Portuguese (S-3)

Research/Teaching Interests: Jaqi languages (Jaqaru, Kawki, and Aymara) grammars; Bilingual education; Jaqi on the internet as research and as teaching; Language change; Language and culture/gender/violence

Overseas Experience: Bolivia, Chile, Peru

Selected Publications:

2012 Voices from the Andes: Jaqi Mothers and Daughters (with S.M.B. Hardman). In *Mothers and Daughters: Complicated Connections Across Cultures*. University Press of America, pp. 139-154.

2010 *Aymara on the internet: a step toward interoperability and user access* (with H. Beck, S. Legg, and E. Lowe). In N. and P. Sells, eds., *Proceedings of Conference on Language Documentation & Linguistic Theory 2*.

Percentage of time devoted to LAS: 100%

Distinctions: Doctorate Honoris Causa, Universidad Nacional Mayor de San Marcos, Lima, Peru, 2009

HARRISON, Faye V.

Year of Appointment: 2004

Title/Department: Joint Professor, Anthropology and African American Studies; Director, African American Studies

Tenure Status: Tenured

Education: BA, Brown University, Anthropology, 1974; MA, Stanford University, Anthropology, 1977; PhD, Stanford University, Anthropology, 1982

Number of Theses Supervised During Past 5 Years: 10

Languages: Spanish (S-2)

Research/Teaching Interests: Globalization's impact on Caribbean societies; Human rights; Gender, power, and development in the Caribbean; Caribbean feminist theory

Courses: Human Rights in Cross Cultural Perspective; Race and Racism in Contemporary Anthropological Theory; The African Diaspora; Key issues in African American & Black Atlantic Thought

Overseas Experience: UK [Caribbean Diaspora], Jamaica, Cuba

Selected Publications:

- 2012 Race, Racism, and Antiracism: Implications for Human Rights. In A. Goodman, Y. Moses and J. Jones, eds., Guest essay in *Race: Are We So Different?*. Malden, MA: Wiley-Blackwell Publishers.
- 2012 Building Black Diaspora Networks and Meshworks for Knowledge, Justice, Peace, and Human Rights. In B. Reiter and K. Simmons, eds., *Afrodescendants, Identity, and the Struggle for Development in the Americas*. East Lansing, MI: Michigan State University Press, pp. 3-17.
- 2010 Women in Jamaica's Urban Informal Economy. In P.W. Scher, ed., *Perspectives on the Caribbean: A Reader in Culture, History, and Representation*. Malden, MA: Wiley-Blackwell, pp. 25-40. .

Percentage of time devoted to LAS: 25%

Distinctions: Andrew W. Mellon Visiting Fellowship, University of Cape Town, 2011; Keynote Lecturer at Institute for Graduate Studies & Research, Anton de Kom University of Suriname, 2011; Legacy Scholar Award, Association of Black Anthropologists, 2010; Keynote Lecturer at "Re-examining the Black Atlantic: Are Afro-Descendants Still at the Bottom?" international conference at the Institute for the Study of Latin America and the Caribbean, University of South Florida, 2010; "Distinguished Speaker, World Congress, International Union of Anthropological & Ethnological Sciences, 2009

HARTMANN, Marta M.

Year of Appointment: 2000

Title/Department: Lecturer and Extension Specialist, Agricultural Education and Communication

Tenure Status: Non-tenure track

Education: BA, Florida International University, Psychology, 1974; MA, Florida State University, Spanish, 1978; PhD, Florida State University, International and Development Education, 1986

Languages: Spanish (S-5), French (S-3), Portuguese (S-2)

Research/Teaching Interests: Culture, communication and conflict; Community-based natural resource management

Courses: Agriculture, Resources, People and the Environment: A Global Perspective; Intercultural Communication

Overseas Experience: Colombia, Ecuador

Selected Publications:

- 2010 *A cultural approach to the economic growth paradigm: A culturally rich, self-sustained community.* Paper presented at the Southern Rural Sociological Association 107th Annual Meeting in Orlando.
- 2009 *Participatory innovation development and Extension in Ethiopia: A case study.* Referred Proceedings of the 25th Association for International Agricultural and Extension Education Annual Meeting.

Percentage of time devoted to LAS: 25%

HAYES, John P.

Year of Appointment: 2006

Title/Department: Professor and Dean for Research, Institute of Food and Agricultural Sciences

Tenure Status: Tenured

Education: BS, Oregon State University, Wildlife Science, 1978; MS, Southern Oregon State College, Biology, 1983; PhD, Cornell University, Ecology and Evolutionary Biology, 1990

Number of Theses Supervised During Past 5 Years: 23

Languages: Spanish (S-3)

Research/Teaching Interests: Conservation and ecology of wildlife; Habitat ecology

Overseas Experience: Argentina, Costa Rica, Guatemala, Mexico

Selected Publications:

- 2012 Habitat use by Carnivores at Different Spatial Scales in a Plantation Forest Landscape in Patagonia, Argentina (with M.V. Lantschner and V. Rusch). *Forest Ecology and Management*, 269: 271-278.
- 2012 Do Exotic Pine Plantations Favour the Spread of Invasive Herbivorous Mammals in Patagonia? (with M. V. Lantschner and V. Rusch). *Austral Ecology*, 38(3): 338-345.
- 2009 Nestedness of a Desert Bat Assemblage: Species Composition Patterns in Insular and Contiguous Landscapes (with W.F. Frick and P.A. Heady). *Oecologia*, 158: 687-697.

Percentage of time devoted to LAS: 25%

HEBBLETHWAITE, Benjamin

Year of Appointment: 2003

Title/Department: Assistant Professor, Languages, Literatures and Cultures

Tenure Status: Tenure-track

Education: BA, University of Missouri-Columbia, Religious Studies, 1993; MA, Purdue University, French Literature, 1999; MA, Indiana University, French Linguistics, 2001; PhD, Indiana University, French Linguistics, 2007

Number of Theses Supervised During Past 5 Years: 4

Languages: French (S-5), Haitian Creole (S-5), Dutch (S-4), Spanish (S-3)

Research/Teaching Interests: Haitian Creole; Haitian studies; Applied linguistics; Syntax; Bilingualism; Language policy; Pedagogy; Technology in language acquisition; Translation; Lexicography

Courses: Comparative Haitian Creole and French Linguistics; Haitian Culture and Society; Intermediate Haitian Creole 1; Intermediate Haitian Creole 2; Introduction to Haitian Creole Linguistics; Introduction to Haitian Vodou

Overseas Experience: Guadeloupe, Haiti

Selected Publications:

- 2012 French and underdevelopment, Haitian Creole and development: Educational language policy problems and solutions in Haiti. *Journal of Pidgin and Creole Languages*, 27(2): 255-302.
- 2012 *Vodou Songs in Haitian Creole and English* (with Bartley, Ballengee, Brissault, Felker-Kantor, Tarter, Hansen, and Warwick). Philadelphia, PA: Temple University Press.
- 2010 Adverb Code-Switching among Miami's Haitian Creole-English Second Generation. *Bilingualism: Language and Cognition*, 13(4): 409-428.
- 2010 *Une saison en enfer / Yon sezon matchavèl* (with Pierre). Paris: L'Harmattan.

Percentage of time devoted to LAS: 100%

HECKENBERGER, Michael J.

Year of Appointment: 1999

Title/Department: Associate Professor, Anthropology

Tenure Status: Tenured

Education: BA, University of Vermont, Anthropology, 1988; PhD, University of Pittsburgh, Anthropology, 1996

Languages: Portuguese (S-4)

Research/Teaching Interests: Indigenous peoples of Amazonia; Cultures of the humid tropics; Pre-Columbian complex societies; Historical ecology and landscape; History and theory of anthropology; Urban landscapes.

Courses: Archeology of the Body; Archeology of the Neotropics; Indigenous History of Amazonia; Indigenous Peoples of the Amazon; Amazonian Archeology; Development of World Civilization; Urban Landscapes: Historical Perspective

Overseas Experience: Brazil, Guyana, Tobago

Percentage of time devoted to LAS: 100%

HEDRICK, Tace

Year of Appointment: 1997

Title/Department: Associate Professor, English and Women's Studies

Tenure Status: Tenured

Education: BA, University of Colorado, English and Writing, 1984; MA, University of Iowa, Comparative Literature, 1988; PhD, University of Iowa, Comparative Literature, 1992

Number of theses supervised during past 5 years: 20

Languages: Spanish (S-3), French (S-2), Portuguese (S-1)

Research/Teaching Interests: U.S. (Afro) Latina/Chicana cultural studies; Transnational Latin/o American studies

Courses: U.S. Afro-Latina/o Cultural Studies; U.S. Chicana/Latina Literature and Culture; Race and Gender in U.S. Latino/a Literature

Overseas Experience: Guatemala

Selected Publications:

2013 Neoliberalism and Orientalism in Puerto Rico: Walter Mercado's Queer Spiritual Capital. *CENTRO: Journal of Puerto Rican Studies*, 25(1), forthcoming.

2012 From *House on Mango Street* to *Becoming Latina*. *La Nueva Literatura Hispánica*, 15(1): 23-45.

2010 Of Indians and Modernity in Gloria Anzaldúa's *Borderlands/La frontera: The New Mestiza*. *Review of International American Studies (RIAS)*, 4(2-3): 49-65.

2009 Queering the Cosmic Race: Esotericism, *Mestizaje* and Sexuality in Gabriela Mistral and Gloria Anzaldúa. *Aztlán: A Journal of Chicano Studies*, 34(2): 67-98.

Percentage of time devoted to LAS: 25%

HERNÁNDEZ, Jorge A.

Year of Appointment: 1998

Title/Department: Professor, Large Animal Clinical Sciences

Tenure Status: Tenured

Education: DVM, University of Baja California, Veterinary Medicine, 1983; MPVM, University of California at Davis, Preventive Veterinary Medicine, 1985; PhD, Colorado State University, Veterinary Epidemiology, 1990

Languages: Spanish (S-5)

Research/Teaching Interests: Epidemiology of diseases in food animals and equine athletes; Internationalization of the veterinary curriculum

Courses: Health and Policy in Latin America and the Caribbean

Overseas Experience: Mexico

Selected Publications:

- 2013 Immunohistochemical Detection of a Unique Protein within Cells of Snakes Having Inclusion Body Disease, a World-Wide Disease Seen in Members of the Families Boidae and Pythonidae (with L.W. Chang, A. Fu, E. Wozniak, M. Chow, D.G. Duke, L. Green, K. Kelley, E.R. Jacobson). *PLoS One*, 8(12): e82916.
- 2013 Point prevalence and incidence of Mycobacterium tuberculosis complex in captive elephants in the United States of America (with M. Feldman, R. Isaza, and C. Prins). *Veterinary Quarterly*, 33(1): 25-29.
- 2013 Prevalence of and exposure factors for seropositivity to H3N8 canine influenza virus in dogs with influenza-like illness in the United States (with T.C. Anderson, P.C. Crawford, E.J. Dubovi, and E.P. Gibbs). *Journal of the American Veterinary Medical Association*, 242(2): 209-216.
- 2012 Effects of various presale radiographic findings for yearling Thoroughbreds on 2-year-old racing performance (with S.A. Preston, M.P. Brown, T.N. Trumble, T.L. Chmielewski, and D.M. Zimmer). *Journal of the American Veterinary Medical Association*, 241(11): 1505-1513.

Percentage of time devoted to LAS: 25%

HERNÁNDEZ-TRUYOL, Berta Esperanza

Year of Appointment: 2000

Title/Department: Levin, Mabie, & Levin Professor of Law, Levin College of Law

Tenure Status: Tenured

Education: BA, Cornell University, Sociology/Psychology, 1974; JD, Albany Law School of Union University, 1978; LLM, New York University School of Law, International Legal Studies, 1982

Languages: Spanish (S-5), French (S-3)

Research/Teaching Interests: Human rights; Issues of gender, race, culture, language, health, multidimensionality; Latinas/os and the law

Courses: International Human Rights; International Law; Trade and Human Rights in the Americas; Human Rights: Women in the Americas; Human Rights and Globalization; Economic Rights; Property

Selected Publications:

- 2012 A Need for Culture Change: GLBT Latinas/os and Immigration. *FIU Law Review*, 6: 269.
- 2011 On Que(e)rying Feminism: Reclaiming the F Word. *Issues in Legal Scholarship*, 9(2): Article 4.
- 2011 Unsex CEDAW? NO! SuperSex It! *Columbia Journal of Gender & Law*, 20(2).
- 2009 Maria Lugones' Work as a Human Rights Idea(l) (with M. Ribeiro). *Berkeley La Raza Law Journal*, 18: 28-45.
- 2009 *Just Trade: A New Covenant Linking Trade and Human Rights in the Americas* (with S. Powell). New York, NY: NYU Press.

Percentage of time devoted to LAS: 25%

HILDEBRAND, Peter E.

Year of Appointment: 1980

Title/Department: Professor Emeritus, Food and Resource Economics

Tenure Status: Tenured

Education: BS, Colorado State University, Animal Science, 1955; MS, Colorado State University, Economics, 1956; PhD, Michigan State University, Agricultural Economics, 1959

Number of theses supervised during past 5 years: 40

Languages: Spanish (S-4), Portuguese (S-2), French (S-1)

Research/Teaching Interests: Farming systems research and extension methods; Economic and gender analysis in small farm and rural community livelihood systems

Overseas Experience: Brazil, Colombia, El Salvador, Guatemala, Honduras

Courses: Economic Analysis of Small Farms

Selected Publications:

- 2012 Modeling effects of climate change policies on small farmer households in the Amazon Basin, Brazil (with R. Mello). *Journal of Sustainable Forestry*, 31(1-2): 59-79.
- 2010 *Chamaedorea* Palm Frond Commercialization and Certification Considered from a Smallholder Livelihood System Perspective (with D.S. Wilsey). *Small-scale Forestry*, 10: 67-81.
- 2009 Molding the Pipeline into a Loop. The Participatory Process of Developing AgroClimate: A Decision Support System for Climate Risk Reduction in Agriculture (with N.E. Breuer and C.W. Fraisse). *Journal of Service Climatology*, 1: 1-12.

Percentage of time devoted to LAS: 50%

JACOBSON, Susan K.

Year of Appointment: 1988

Title/Department: Professor, Wildlife Ecology and Conservation

Tenure Status: Tenured

Education: BA, Brown University, Biology, 1978; MS, University of Florida, Zoology, 1983; PhD, Duke University, Resource Ecology, 1987

Number of theses supervised during past 5 years: 13

Languages: Spanish (S-1)

Research/Teaching Interests: Sustainable development and biological conservation; Human dimensions of wildlife management; Environmental education and communication evaluation

Courses: Human Dimensions of Natural Resource Management

Field Research Experience: Belize, Costa Rica, Guatemala, Honduras

Selected Publications:

- 2012 Media coverage of climate change in Chile: A content analysis of conservative and liberal newspapers (with D. Dotson, L.L. Kaid, and J.S. Carlton). *Environmental Communication*, 6(1): 64-81.
- 2012 Infusing the psychology of climate change into environmental curricula (with S.E. Cameron, and J.S. Carlton). *Ecopsychology*, 4: 1-8.
- 2012. Motivation and satisfaction of volunteers at a Florida natural resource agency (with J.S. Carlton and M.C. Monroe). *Journal of Park and Recreation Administration*, 30: 51-67.
- 2012 Risk and residency influences on public support for Florida panther recovery (with C. Langin). *Wildlife Society Bulletin*, 36(4): 713-721.
- 2009 *Communication Skills for Conservation Professionals* (2nd ed.). Washington, DC: Island Press.

Percentage of time devoted to LAS: 50%

Distinctions: UF Distinguished Teaching Scholar, 2012; CALS Graduate Teaching/Advisor of the Year, 2012

JIMENEZ, Reynaldo L.

Year of Appointment: 1981

Title/Department: Professor Emeritus, Spanish and Portuguese Studies

Education: BA, University of Illinois, Spanish/Portuguese, 1969; MA, University of Illinois, Spanish-American Literature, 1970; PhD, University of Illinois, Spanish-American Literature/Spanish Linguistics, 1974

Languages: Spanish (S-5), Portuguese (S-2), French (S-1)

Research/Teaching Interests: Spanish American literature

Courses: Contemporary Spanish-American Narrative 2; Hispanic Women Writers; Spanish American Essay; Seminar in Spanish American Literature & Culture

Overseas Experience: Colombia, Cuba

Percentage of time devoted to LAC studies: 100%

JUDD, Walter S.

Year of Appointment: 1978

Title/Department: Distinguished Professor, Biology

Tenure Status: Tenured

Education: BS, Michigan State University, 1969; MA, Michigan State University, Botany, 1974; PhD, Harvard University, Botany, 1978

Number of theses supervised during past 5 years: 7

Languages: Spanish (S-1)

Research/Teaching Specializations: Tropical botany; Floristic/vegetational studies; Endangered species

Courses: Tropical Botany

Overseas Experience: Dominican Republic, Haiti, Jamaica, Puerto Rico

Selected Publications:

2013 Noteworthy Collections-Dominican Republic (with T. Clase). *Castanea*, 78: 82.

2013 Taxonomic studies in the Miconieae (Melastomataceae). X. Revision of the species of the *Miconia crotonifolia* complex. *Brittonia*, 65: 66-95.

2013 A revised circumscription for the Blakeae (Melastomataceae) with associated nomenclatural adjustments (with D.S. Penneys). *PhytoKeys*, 20:17-32.

2012 Noteworthy Collections—Haiti (with J.C. Timyan, and G.M. Ionta). *Castanea*, 77: 383-386.

2012 *Miconia cordieri*, a new species of *Miconia* sect. *Sagraea* (Melastomataceae) from the Macaya Biosphere Reserve, Haiti (with G.M. Ionta). *Journal of the Botanical Research Institute of Texas*, 6: 37-44.

2012 Taxonomic Revision of *Eubotrys* (Ericaceae; tribe Gaultherieae) (with N.C. Melvin III, K. Waselkov, and K.A. Kron). *Brittonia*, 64: 165-178.

Percentage of time devoted to LAS: 50 %

Distinctions: Merit Award, Botanical Society of America, 2012; José Cuatrecasas Medal for Excellence in Tropical Botany, National Museum of Natural History, Smithsonian Institution, 2012; Asa Gray Award, American Society of Plant Taxonomists, 2011; UF Research Foundation Professor, 2009

JUSIONYTE, Ieva

Year of Appointment: 2012

Title/Department: Assistant Professor, Anthropology

Tenure Status: Tenure-track

Education: BA, Vilnius University (Lithuania), Political Science, 2006; MA, Brandeis University, Anthropology, 2007; PhD, Brandeis University, Anthropology, 2012

Number of Theses Supervised During Past 5 Years: 1

Languages: Lithuanian (S-5), Spanish (S-4), Italian (S-3), German (S-3)

Research/Teaching Interests: Crime, violence, legal anthropology; State, governance, and security; Media anthropology; Journalism and media production; Border communities

Courses: Violence and Crime in Latin America; Anthropology of the Media; Law and Order in Latin America; Anthropology of Borders; Cultural Anthropology

Overseas Experience: Argentina

Selected Publications:

2013 On and Off the Record: The Production of the Illegal in an Argentine Border Town. *Political and Legal Anthropology Review*, forthcoming.

2013 For Social Emergencies "We Are 9-1-1-": How Journalists Perform the State in an Argentine Border Town. *Anthropological Quarterly*, forthcoming.

Percentage of time devoted to LAS: 100%

KAINER, Karen A.

Year of Appointment: 2002

Title/Department: Associate Professor, Latin American Studies and Forest Resources and Conservation

Tenure Status: Tenured

Education: BS, Stephen F. Austin State University, Forest Management, 1983; MS, University of Florida, Tree Physiology, 1990; PhD, University of Florida, Forest Ecology and Management, 1997

Number of theses supervised during past 5 years: 29

Languages: Spanish (S-4), Portuguese (S-4)

Research/teaching Interests: Tropical forest ecology; Community-based forest management; Timber and non-timber production; Capacity building for tropical conservation and development

Courses: Community Forest Management; Global Forests

Overseas Experience: Brazil, Paraguay, Mexico

Selected Publications:

2013 Is certification associated with better forest management and socioeconomic benefits? A comparative analysis of three certification schemes applied to Brazil nuts in Western Amazonia (with A.E. Duchelle, and L.H.O. Wadt). *Society and Natural Resources*, 26.

2012 Are community-based forest enterprises in the tropics financially viable? Case studies from the Brazilian Amazon (with S. Humphries, T.P. Holmes, C.G. Gonçalves Koury, E. Cruz, and R. de Miranda Rocha). *Ecological Economics*, 77: 62-73.

2012 Implementing multiple forest management in Brazil nut-rich community forests: Effects of logging on natural regeneration and forest disturbance (with M. Soriano, C.L. Staudhammer, and E. Soriano). *Forest Ecology and Management*, 268: 92-102.

2012 Viability of combined timber and non-timber harvests for one species: A *Carapa guianensis* case study (with C.A. Klimas, W.P. Cropper, and L.H.O. Wadt). *Ecological Modelling*, 246: 147-156.

2009 Partnering for Greater Success: Local Stakeholders and Research in Tropical Biology and Conservation (with M.L. DiGiano, A.E. Duchelle, L.H.O. Wadt, E. Bruna, and J. Dain). *Biotropica*, 41(5): 555-562.

Percentage of time devoted to LAS: 100%

Distinctions: Grant from USAID; Doctoral Dissertation Advisor/Mentoring Award, 2010-2011; Fulbright-Garcia Robles Fellowship

KAPLAN, John

Year of Appointment: 1999

Title/Department: Professor, Journalism and Communications

Tenure Status: Tenured

Education: BS, Ohio University, Journalism, 1982; MS, Ohio University, Journalism, 1998

Number of theses supervised during past 5 years: 7

Languages: Spanish (S-1)

Research/teaching Interests: Healthcare; International journalism: Social documentary photojournalism; Civil rights; Communications and the internet

Courses: Florida Fly-In; Survey of Foreign Correspondence; Advanced Journalism: Latin America

Overseas Experience: Belize, Bolivia, Costa Rica, Cuba, Mexico, Peru

Selected Publications and Films:

2012 Not As I Pictured: My Journey Through Cancer. *Coping Magazine*, 33.

2011 *Not As I Pictured: A Pulitzer Prize-winning Photographer's Journey through Lymphoma* (film). Viewing: Detroit Independent Film Festival.

2009 *Not As I Pictured: A Pulitzer Prize-winning Photographer's Journey through Lymphoma* (film). Viewing: Cathedral, Icapui, Brazil.

Percentage of time devoted to LAS: 25%

Distinctions: Winner, American Society of Clinical Oncology Calendar Competition, 2012; ADDY Award, District Silver Award, American Advertising Federation, 2012; Hortin Distinguished Alumnus Award, Ohio University E.W. Scripps School of Journalism, 2011; Best Documentary Film Winner, Detroit Independent Film Festival, 2011; CINE Golden Eagle Award, Independent Division, Documentary, 2010; CINE Golden Eagle Award, Independent Division, Documentary Short, 2010; Best of Competition Winner, Documentary Short, Festival of Media Arts, BEA National Conference, Las Vegas, 2010; Most Inspirational Film Winner, Orlando Film Festival, 2010

KEEGAN, William F.

Year of Appointment: 1987

Title/Department: Curator, Caribbean Archaeology, Florida Museum of Natural History

Tenure Status: Tenured

Education: BA, University of Connecticut, Anthropology, 1978; MA, Florida Atlantic University, Anthropology, 1981; PhD, University of California, Los Angeles, Anthropology, 1985

Languages: French (S-3), Spanish (S-3)

Research/Teaching Interests: Caribbean native peoples (Taínos)

Overseas Experience: Bahamas, Cayman Islands, Cuba, Dominican Republic, Grenada, Haiti, Jamaica, Saint Lucia, Trinidad, Turks and Caicos Islands

Selected Publications:

2010 Boundary-Work, Reputational Systems, and the Delineation of Prehistoric Insular Caribbean Culture History. *Journal of Caribbean Archaeology*, 3: 138-155.

2010 From Faunal Remains to Baselines: Comment on Julio Baisre's "Setting a Baseline for Caribbean Fisheries. *Journal of Island and Coastal Archaeology*, 5: 162-164.

2009 Carrying Capacity and Population Regulation: A Comment on Dewar (with A. Johnson and T. Earle). *American Anthropologist*, 87(3): 659-663.

2009 The Evolution of Avunculocal Chiefdoms: A Reconstruction of Taino Kinship and Politics (with M.D. Maclachlan). *American Anthropologist*, 91(3): 613-630.

2009 The Synergism of Biology and Culture. *Journal of Island and Coastal Archaeology*, 4(2): 240- 248.

Percentage of time devoted to LAS: 100%

KERNAGHAN, Richard

Year of Appointment: 2010

Title/Department: Assistant Professor, Anthropology

Tenure Status: Tenure-track

Education: BA, University of Texas, Anthropology, 1989; MA, Columbia University, Anthropology, 1995; PhD, Columbia University, Anthropology, 2006.

Languages: Spanish (S-3)

Research/Teaching Interests: Ethnography; Law, violence, and illicit social worlds; Political and legal time; State margins and settler frontiers; Roads, rivers and rural transportation; Latin America; Peru

Overseas Experience: Peru

Selected Publications:

2013 Readings of Time: Of Coca, Presentiment and Illicit Passage in Peru. In M. Holbraad and M. Axel Pederson, eds., *Times of Security: Ethnographies of Fear, Protest and the Future*. Routledge Studies in Anthropology. London: Routledge, pp. 80-102.

2012 Furrows and Walls, or the Legal Topography of a Frontier Road in Peru. *Mobilities*, 7(4): 501-520.

2009 *Coca's Gone: Of Might and Right in the Huallaga Post-boom*. Stanford, CA: Stanford University Press.

Percentage of time devoted to LAS: 75%

KEYS, Eric

Year of Appointment: 2006

Title/Department: Assistant Professor, Geography

Tenure Status: Tenure-track

Education: BA, Macalester College, Latin American Studies and Spanish, 1992; MA, The University of Texas at Austin, Latin American Studies, 1996; PhD, Clark University, Graduate School of Geography, 2002

Number of Theses Supervised During Past 5 Years: 31

Languages: Spanish (S-4)

Research/Teaching Interests: Cultural and political ecology; Human-environment geography; Global environmental change; Tropical forests; Agricultural development

Courses: Geography of Latin America; Seminar in Cultural and Political Ecology; Seminar on Latin America; Environment and Development in Latin America, the Human Footprint on the Landscape; Contemporary Geographic Thought

Field Research Experience: Mexico, Central America, Southern Africa, United States

Selected Publications:

2013 Changing Landscapes for Forest Commons: Linking Land Tenure With Forest Cover Change Following Mexico's 1992 Agrarian Counter-Reforms (with M. DiGiano and E. Ellis). *Human Ecology*, 41:707-723.

2013 Short-term Responses to Natural Hazards: Hurricane Dean, Charcoal Production, and Forests in Calakmul, Mexico (with S. Schramski). *Natural Hazards Review*, 14(4): 211-219.

2010 Hurdles to Forest Friendly Farming: Sustainability Lessons from Southeastern Mexico. *Sustainability*, 2(9): 3129-3141.

2009 Wetland Conservation: Change and Fragmentation in Trinidad's Protected Areas (with C. Gibbes and J. Southworth). *Geoforum*, 40(1): 91-104.

Percentage of time devoted to LAS: 75%

KLEIMAN, Valeria D.

Year of Appointment: 2001

Title/Department: Associate Professor, Department of Chemistry

Tenure Status: Tenured

Education: Licenciada, University of Buenos Aires, Chemistry, 1990; PhD, University of Illinois at Chicago, Physical Chemistry, 1996

Number of Theses Supervised During Past 5 Years: 10

Languages: Spanish (S-5)

Overseas Experience: Argentina, Spain

Selected Publications:

- 2012 Efficient energy transfer *via* the cyanide bridge in dinuclear complexes containing Ru(II) polypyridine moieties (with A. Cadanel, P. Alborés, S. Yamazaki, and L.M. Baraldo). *Dalton Transactions*, 41: 5343-5350.
- 2012 Shishiodoshi-type unidirectional energy transfer mechanism in phenylene ethynylene dendrimers (with S. Fernandez-Alberti, Adrian E. Roitberg, T. Nelson and S. Tretiak). *Journal of Chemical Physics*, 137: 22A526.
- 2011 Energy Transfer in Extended Thienylene-Phenylene-Ethynylene Dendrimers (with S. Kömürlü, S.-H. Lee, T. McCarley, and K. S. Schanze). *Journal of Physical Chemistry B*, 115: 15214-15220.
- 2011 Exploring the role of phase modulation on photoluminescence yield (with D.G. Kuroda, C.P. Singh, and Z. Peng). *Faraday Discussions*, 153: 61-72.
- 2010 Unidirectional Energy Transfer in Conjugated Molecules: the Crucial Role of High Frequency C(triple)C Bonds (with S. Fernandez Alberti, S. Tretiak, and A.E. Roitberg). *Journal of Physical Chemistry Letters*, 1(18): 2699-2704.
- 2010 Electronic Spectra of the Nanostar Dendrimer: Theory and Experiment (with J.L. Palma, E. Atas, L. Hardison, T.B. Marder, J.C. Collings, A. Beeby, J.S. Melinger, J.L. Klause, and A.E. Roitberg). *Journal of Physical Chemistry C*, 114: 20702-20712.

Percentage of time devoted to LAS: 25%

KOHEN, Martha

Year of Appointment: 2003

Title/Department: Professor, Architecture

Tenure Status: Tenured

Education: BA, Universidad de la República, Uruguay, Architecture, 1968; DIPLOMA ARCHITECTURE, Cambridge University, Architecture, 1971; Architect, School of Architecture, Uruguay, 1984

Number of Theses Supervised During Past 5 Years: 23

Languages: Spanish (S-5), Portuguese (S-4), French (S-3), Italian (S-3)

Research/Teaching Interests: Architecture and urban planning

Overseas Experience: Uruguay, Brazil, Mexico

Selected Publications:

- 2013 Rischio e Progetto Urbano: *Progetti per la favela Cabucu a Sao Paulo-Brazil*. Libria.
- 2009 Uruguay/ Piano Progetto, Citta PPC Cuaderno 3 Rimini sobre el Atlantico?

Percentage of time devoted to LAS: 25%

LAUZARDO, Michael

Year of Appointment: 1997

Title/Department: Assistant Professor, Medicine

Tenure Status: Non-tenure track

Education: AA, Miami-Dade Community College, 1985; BS, University of Miami, Biology, 1987; MD, University of Florida, 1991; MS, London School of Hygiene and Tropical Medicine, Epidemiology, 2007

Languages: Spanish (S-5)

Research/Teaching Interests: Pulmonary medicine; Epidemiology of tuberculosis among persons from Latin America and the Caribbean

Field Research Experience: Dominican Republic, Haiti

Selected Publications:

- 2012 Antituberculosis therapy for 2012 and Beyond (with C.A. Peloquin). *Expert Opinion on Pharmacotherapy*, 13(4): 511-526.
- 2012 Anticipated tuberculosis stigma among health professionals and Haitian patients in South Florida (with J. Coreil and M. Heurtelou). *Journal of Healthcare for the Poor and Underserved*, 23(2): 636-650.
- 2011 Web-accessible database of hsp65 sequences from Mycobacterium reference strains (with J. Dai and Y. Chen). *Journal of Clinical Microbiology*, 49(6): 2296-2303.
- 2010 Stigma and Therapy Completion for Latent Tuberculosis among Haitian-origin Patients (with J. Coreil and H. Clayton). *Florida Public Health Review*, 7: 32-38.
- 2010 Structural forces and the production of TB-related stigma among Haitians in two contexts (with J. Coreil, G. Maynard, K.M. Simpson, Y. Zhu, and M. Weiss). *Social Science Medicine*, 71(8): 1409-1417.

Percentage of time devoted to LAS: 25%

Distinctions: Vice-President/Program Chair, North American Region, International Union against Tuberculosis and Lung Disease, 2008-10

LESLIE, Michael

Year of Appointment: 1989

Title/Department: Associate Professor and Graduate Coordinator, Telecommunications

Tenure Status: Tenured

Education: BA, University of California, Berkeley, Political Science, 1973; MA, Columbia University, Journalism, 1974; PhD, University of Washington, International Communication, 1983

Number of theses supervised during past 5 years: 15

Languages: Spanish (S-5), French (S-4), Portuguese (S-3)

Research/Teaching Interests: International communication; Intercultural communication

Courses: Intercultural Communication

Field Research Experience: Brazil, Colombia, Cuba, Mexico

Selected Publications:

- 2009 A Tale of Two Cities: Comparing Racial Representation in the Popular and Elite Press of Cali, Colombia. 58th Annual Conference, Center for Latin American Studies, UF, January 13-14, 2009.

Percentage of time devoted to LAS: 25%

LOISELLE, Bette Ann

Year of Appointment: 2011

Title/Department: Director, Tropical Conservation and Development Program, Center for Latin American Studies, and Professor, Wildlife Ecology and Conservation

Tenure Status: Tenure-track

Education: BA, University of Illinois, Biology, 1979; MS, University of Illinois, Biology, 1981; PhD, University of Wisconsin, Zoology, 1987

Number of Theses Supervised During Past 5 Years: 9

Languages: Spanish (S-4), Portuguese (S-2)

Research/Teaching Interests: Tropical ecology and conservation biology; Ecology of seed dispersal; Population dynamics and behavioral ecology of birds; Applications of Geographic Information Systems

Overseas Experience: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, Panama, Peru, Rwanda

Selected Publications:

- 2012 Temporal and spatial patterns in abundance of the wedge-billed woodcreeper (*Glyphorynchus spirurus*) in lowland Ecuador. *Wilson Journal of Ornithology*, 124: 436-445.
- 2011 The composition, stability and kinship of reproductive coalitions in a lekking bird. *Behavioral Ecology*, 22: 282-290.
- 2011 Composition and clumping of seeds deposited by frugivorous birds varies between forest microsites. *Oikos*, 120: 463-471.
- 2011 Mineral licks as diversity hotspots in lowland forest of eastern Ecuador. *Diversity*, 3: 217-234.
- 2010 Assessing the impact of forest loss and climate change on the spatial and environmental distribution of Neotropical birds of the Atlantic forests, Brazil. *Journal of Biogeography*, 37: 1288-1301.

Percentage of time devoted to LAS: 100%

LORD, Gillian

Year of Appointment: 2001

Title/Department: Chair and Associate Professor, Spanish and Portuguese Studies

Tenure Status: Tenured

Education: BS, Vanderbilt University, Spanish and English, 1993; MA, University of Virginia, Spanish Literature, 1997; PhD, Pennsylvania State University, Spanish Applied Linguistics, 2001

Number of Theses Supervised During Past 5 Years: 10

Languages: Spanish (S-5), Portuguese (S-2), French (S-2)

Research/Teaching Interests: Second language acquisition; L2 phonetics and phonology; Technology in foreign language education; Teacher training

Courses: Advanced Spanish Phonetics; Technology in Foreign Language Education; Second Language Acquisition

Overseas Experience: Mexico

Selected Publications:

- 2013 *Language Program Direction: From Theory to Practice*. Upper Saddle River, NJ: Pearson, forthcoming.
- 2013 Teaching Pronunciation in Second Language Spanish (with M.I. Fionda). In K. Geeslin, ed., *Handbook of Second Language Spanish*. Hoboken, NJ: Wiley, forthcoming.
- 2013 Online Communities of Practice and Second Language Phonological Acquisition (with S. Harrington). *International Journal of Computer-Assisted Language Learning and Teaching* 3(3), forthcoming.
- 2012 Hybrid Learning Spaces: Re-envisioning Language Learning (with L. Ducate and L. Lomicka). In F. Rubio and J. Thoms, eds., *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues*. Boston: Heinle Cengage.
- 2012 A tale of tweets: Analyzing Microblogging among Language Learners (with L. Lomicka). *System*, 40(1): 48-63.

Percentage of time devoted to LAS: 100%

Distinctions: Waldo W. Neikirk Term Professor, University of Florida College of Liberal Arts and Sciences, 2013-2014; Doctoral Dissertation Advisor/Mentoring Award, University of Florida Graduate School, 2012; Access to Education Award for Aymara on the Internet, CALICO, 2011; Service Learning Faculty of the Year Award, University of Florida Center for Leadership and Service, Spring 2010

LOSCH, Paul

Year of Appointment: 2003

Title/Department: Associate Librarian, Latin American Collection, University Libraries

Tenure Status: Tenured

Education: BA, Clark University, Spanish and Political Science, 1993; MA, University of Florida, Latin American Studies, 2002; MS, Florida State University, Library and Information Science, 2003

Languages: Portuguese (S-5), Spanish (S-4), French (S-1)

Research/Teaching Interests: International flows of scholarly information to and from Latin America

Overseas Experience: Brazil

Selected Publications:

2014 The Cuban War of Independence and the Florida Press in 1895: The Case of “Major” Frank Hann, *Florida Historical Quarterly*, forthcoming.

2009 Dr. Henry W. Furniss, Consul afro-norte americano na Bahia, 1898-1905. *Afro-Asia*, 40: 223-258.

Percentage of time devoted to LAS: 100%

MACEDO, Joseli

Year of Appointment: 2004

Title/Department: Associate Professor, Urban and Regional Planning

Tenure Status: Tenured

Education: B.Arch, Universidade Federal do Paraná, Architecture and Urbanism, 1985; MCP, University of Cincinnati, Community Planning, 1992; PhD, University of Florida, Urban and Regional Planning, 2000

Number of Theses Supervised During Past 5 Years: 42

Languages: Portuguese (S-5), English (S-5), Spanish (S-4), French (S-2), Italian (S-2)

Research/Teaching Interests: International development planning in Latin American countries; Urban design in the Americas

Courses: Sustainable Urbanism in the Americas; Urban Planning and Design in Brazil

Field Research Experience: Brazil, India

Selected Publications:

2013 Planning a Sustainable City: The Making of Curitiba, Brazil. *Journal of Planning History*, 12(4).

2012 The Urban Divide in Latin America: Challenges and Strategies for Social Inclusion (guest editor). Introduction to Special Issue of the *Bulletin of Latin American Research*, 31(2): 139-141.

2011 A (in)sustentabilidade do desenvolvimento urbano nos Estados Unidos: o que as cidades brasileiras podem aprender com as americanas [The (un)sustainability of urban development in the United States: what Brazilian cities can learn from American cities]. *Revista Paranaense de Desenvolvimento*, 120: 271-290.

2011 Maringá: A British Garden City in the Tropics. *Cities*, 28(4): 347-359.

2011 The Urban Divide in Latin America: Challenges and Strategies for Social Inclusion (guest editor). Introduction to Special Section of the *Journal of Latin American Urban Studies*, 9:15.

2010 Methodology Adaptation across Levels of Development: Applying a US Regional Housing Model to Brazil. *Housing Studies*, 25(5): 607-624.

Percentage of time devoted to LAC studies: 100%

Distinctions: Recipient of a FIPSE/CAPES grant (\$220,000), 2008-2013.

MACFADDEN, Bruce J.

Year of Appointment: 1977

Title/Department: Curator and Professor, Vertebrate Paleontology, Florida Museum of Natural History

Tenure Status: Tenured

Education: BS, Cornell University, General Agriculture, 1971; MPh, Columbia University, Geological Sciences, 1974; PhD, Columbia University, Geological Sciences, 1976

Number of Theses Supervised During Past 5 Years: 11

Languages: Spanish (S-2)

Research/Teaching Specializations: Fossil vertebrates; Stable isotopes; Global change; Paleobiology; Macro evolution; Paleoeology of Neogene mammals of the Americas

Courses: Stable Isotopes and Trace Elements in Ecology and Evolution; Broader Impacts of Science on Society

Overseas Experience: Bolivia, Mexico, Panama, Peru

Selected Publications:

- 2010 Extinct peccary "*Cynorca*" *occidentale* (Tayassuidae, Tayassuinae) from the Miocene of Panama and correlations to North America. *Journal of Paleontology*, 84: 288-298.
- 2010 Physical properties, geochemistry, and diagenesis of xenarthan teeth: Prospects for interpreting the paleoecology of extinct species (with R.G. DeSantis, J.Labs Hochstein, and G.D. Kamenov). *Palaeogeography, Palaeoclimatology, Palaeoecology*, 291: 180-189.
- 2010 Non-traditional Masters thesis in geosciences: Broadening the impact of graduate education. *Earth*, November issue: 30-35.
- 2009 Training the next generation of scientists about broader impacts. *Social Epistemology*, 23: 239-248.
- 2009 Exceptional Preservation of the White Shark *Carcharodon* (Lamniformes, Lamnidae) from the Early Pliocene of Peru (with D.J. Ehret and G. Hubbell). *Journal of Vertebrate Paleontology*, 29: 1-13.

Percentage of time devoted to LAS: 50%

Distinctions: Medalist, Florida Academy of Sciences, 2012; Joseph T. Gregory Award, 2009; Senior Editor, *Paleobiology*, 2011-present

MALAVET, Pedro A.

Year of Appointment: 1995

Title/Department: Professor, Director of the LL.M. in Comparative Law Program, Levin College of Law

Tenure Status: Tenured

Education: BBA, Emory University, Atlanta, Accounting, 1984; JD, Georgetown University Law Center, Law, 1987; LLM, Georgetown University Law Center, 1995

Number of Theses Supervised During Past 5 Years: 1

Languages: Spanish (S-5), French (S-1)

Research/Teaching Interests: Comparative law; Critical race theory; Legal history; Evidence; Civil procedure

Courses: Comparative Law; Introduction to U.S. Law; Evidence

Overseas Experience: Chile, Brazil

Percentage of time devoted to LAS: 25%

Distinctions: Member of the American Law Institute (elected September 2009); Association of American Law Schools, Membership Review Committee, 2007-09

MATA, Tony

Year of Appointment: 1994

Title/Department: Professor, Theatre

Tenure Status: Tenured

Education: AA, Liberal Arts, St. Thomas University, 1982; BA, Theatre, St. Thomas University, 1984; MFA, San Diego State University, Musical Theatre, 1987

Languages: Spanish (S-5)

Research/Teaching Interests:

Courses: Fundamentals of Musical Theatre; Advanced Musical Theatre; Acting I; Acting II; Audition Seminar; Acting for the Camera; Acting Styles in Musical Theatre; Tap; Professional Seminar in Theatre

Selected Presentations:

2013 Guys and Dolls, Director, University of Florida

2012 The Magic Flute, Director, Opera Festival di Roma, Rome, Italy

2012 Chicago, Director, University of Florida

2011 Baby, Director, Edinburgh Festival Fringe, Edinburgh, Scotland, and University of Florida

2010 City of Angels, Director, University of Florida

2010 Marry Me a Little, Director and choreographer, University of Florida

Percentage of time devoted to LAS: 25%

Distinctions: Faculty Enhancement Opportunity Research Grant for Documentary/Film, Theatre of Rice and Beans: A Retrospective Look at New York Latino Theatre, 2011; Meritorious Achievement Award for Best Direction from the Kennedy Center's American College Theatre Festival for *Chicago*, 2011; Meritorious Achievement Award for Best Direction from the Kennedy Center's American College Theatre Festival for *City of Angels*, 2010

MATYAS, Corene J.

Year of Appointment: 2005

Title/Department: Associate Professor, Geography

Tenure Status: Tenured

Education: BS, Clarion University of Pennsylvania, Environmental Geoscience, 1999; MA, Arizona State University, Geography, 2001; PhD, Pennsylvania State University, Geography, 2005

Number of Theses Supervised During Past 5 Years: 9

Languages: English

Research/Teaching Interests: Tropical cyclones; Synoptic climatology; Rainfall; Natural hazards

Courses: Extreme Weather; Climatology; Weather and Forecasting; Hurricanes; Atmospheric Teleconnections; Atmospheric Data Analysis

Overseas Experience: Mexico

Selected Publications:

2013 Processes influencing rain field growth and decay after tropical cyclone landfall in the U.S. *Journal of Applied Meteorology and Climatology*, 52: 1085-1096.

2011 Risk perception and evacuation decisions of Florida tourists under hurricane threats: A stated preference analysis (with S. Srinivasan, I. Cahyunto, B. Thapa, L. Pennington-Gray, and J. Villegas). *Natural Hazards*, 59(2): 871-890.

2010 Associations between the size of hurricane rain fields at landfall and their surrounding environments. *Meteorology and Atmospheric Physics*, 106: 135-148.

Percentage of time devoted to LAS: 25%

Distinctions: Recipient of National Science Foundation CAREER Award: Geospatial Modeling of Tropical Cyclones to Improve the Understanding of Rainfall Patterns, 2011

MCCOY, Terry L.

Year of Appointment: 1975

Title/Department: Professor Emeritus, Latin American Studies and Political Science; Director, Latin American Business Environment Program

Tenure Status: Tenured

Education: BA, DePauw University, History, 1962; MA, Tulane University, Latin American Studies, 1964; PhD, University of Wisconsin-Madison, Political Science, 1969

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (S-5); Portuguese (S-2)

Research/Teaching Specializations: Latin American business environment

Overseas Experience: Argentina, Brazil, Chile, Colombia, Dominican Republic, Ecuador, El Salvador, Honduras, Jamaica, Nicaragua, Uruguay, Venezuela

Selected Publications:

2013 *Latin American Business Environment Report* (15th ed.). Gainesville, FL: UF Center for Latin American Studies.

2012 *Latin American Business Environment Report* (14th ed.). Gainesville, FL: UF Center for Latin American Studies.

2011 *Latin American Business Environment Report* (13th ed.). Gainesville, FL: UF Center for Latin American Studies.

2010 *Latin American Business Environment Report* (12th ed.). Gainesville, FL: UF Center for Latin American Studies.

2009 The Gulf of Mexico Region as a Transnational Community. In J.C. Cato, ed., *Gulf of Mexico Origins, Waters, and Biota: Ocean and Coastal Economy*, Volume 2. College Station, TX: Texas A & M University Press, pp. 1-20.

Percentage of time devoted to LAS: 100%

McLENDON, Timothy E.

Year of Appointment: 1996

Title/Department: Assistant In and Staff Attorney, Levin College of Law; Co-Director, Law & Policy in the Americas Program

Tenure Status: Non-tenure track

Education: AB, Duke University, 1989; JD, University of Florida, 1994

Number of Theses Supervised During Past 5 Years: 1

Languages: French (S-3), Portuguese (S-1)

Research/Teaching Interests: Comparative constitutional law; Judicial education and training; Human rights

Courses: Law and Policy in the Americas

Overseas Experience: Brazil, Colombia, Haiti, Peru

Selected Publications:

2012 *Latin American Business Environment Report* (14th ed.) (with T.L. McCoy). Gainesville, FL: UF Center for Latin American Studies.

2010 *Latin American Business Environment Report* (12th ed.) (with T.L. McCoy). Gainesville, FL: UF Center for Latin American Studies.

2009 *Latin American Business Environment Report* (11th ed.) (with T.L. McCoy). Gainesville, FL: UF Center for Latin American Studies.

Percentage of time devoted to LAS: 25%

MESSINA, William A., Jr.

Year of Appointment: 1989

Title/Department: Economic Analyst, Food and Resource Economics

Tenure Status: Non-tenure track

Education: BS, Cornell University, Agricultural Economics, 1976; MS, University of Florida, Food and Resource Economics, 1989

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (S-1)

Research/Teaching Interests: Cuban agriculture; Agricultural trade and trade policy issues between the U.S. and LAC; Linkages between agricultural trade and LAC economic development; International development policy, Food and agricultural marketing.

Courses: International Development Policy

Overseas Experience: Costa Rica, Cuba, Mexico, St. Lucia

Selected Publications:

- 2012 *U.S. Food and Agricultural Exports to Cuba: Progress, Problems and Prospects.* In *Cuba in Transition*, 22. Washington, DC: Association for the Study of the Cuban Economy.
- 2011 *Preliminary Demand Analysis for a Vegetable Processing Facility in St. Johns County, Florida.* Industry report. Gainesville, FL: University of Florida, Florida Agricultural Market Research Center.
- 2010 *Appellation of Origin Status and Economic Development: A Case Study of the Mezcal Industry* (with C.O. Trejo-Pech, M.C. López-Reyna, and L.A. House). *International Food and Agribusiness Management Review*, 13(2).
- 2009 *Seafood Perceptions Among People Aged 55 and Above – Focus Group Results* (with A. Wysocki and L.A. House). Industry Report 09-1. University of Florida, Florida Agricultural Market Research Center.
- 2009 *Cuba's Food and Agricultural Situation Report* (with W.E. Kost, J.E. Ross, F.S. Royce and T.H. Spreen). Washington, DC: U.S. Department of Agriculture, Foreign Agricultural Service, Office of Global Analysis.

Percentage of time devoted to LAS: 50%

MILBRATH, Susan

Year of Appointment: 1987

Title/Department: Curator, Latin American Art and Archaeology, Florida Museum of Natural History

Tenure Status: Tenured

Education: BA, Columbia University, Art History, 1970; MPh, Columbia University, Primitive and Pre-Columbian Art, 1973; PhD, Columbia University, Art History and Archaeology, 1975

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (S-4), French (S-1)

Research/Teaching Interests: Pre-Colombian codices of Mesoamerica; Archaeoastronomy of Mesoamerica; Ethnoastronomy

Courses: Maya Archeoastronomy; Painted Books of Ancient Mexico

Overseas Experience: Mexico

Selected Publications:

- 2013 *Heavenly History: Ancient Mexican Astronomy in the Codex Borgia.* University of Texas Press.
- 2013 Chen Mul Modeled Effigy Censers in Archaeological Context (with Carlos Peraza Lope). In J.J. Aimers, ed., *Ancient Maya Pottery: Classification, Analysis, and Interpretation.* University Press of Florida, pp. 203-228.
- 2011 Ecological and Chronological Relationships between Agricultural Pest Almanacs in Codex Borgia and the Madrid Codex (with V.R. Bricker). *Journal of Anthropological Research*, 67(4): 497-531.
- 2011 "Real-Time" Climate Events in the Borgia-Group Codices: Testing Assumptions about the Calendar (with C. Woolley). *Ancient Mesoamerica*, 22(1): 37-51.
- 2011 Last Great Capital of the Maya: How Internal Fighting Brought Down Mayapán, the last Maya Kingdom. In Z. Zorich, ed., *The Maya: Ancient Mysteries and New Discoveries from the Editors of ARCHAEOLOGY.* Long Island City: *Archaeology Magazine*, pp. 62-65.
- 2010 El Escribano de Mayapán (with Carlos Peraza Lope). *Arqueología Mexicana*, XVIII 104:18-20.

Percentage of time devoted to LAS: 100%

MILLER, Jacqueline Y.

Year of Appointment: 2004

Title/Department: Curator of Lepidoptera, Florida Museum of Natural History

Tenure Status: Tenured

Education: BS, University of Pittsburgh, 1965; MS, Catholic University of America, Biology (Entomology), 1968; PhD, University of Florida, Zoology, 1986

Number of Theses Supervised During Past 5 Years: 16

Languages: Spanish (S-2)

Research/Teaching Interests: Systematics, taxonomy, biogeography, and life history of Lepidoptera

Overseas Experience: Bahamas, Brazil, Cuba, Dominican Republic, Lesser Antilles, Mexico, Peru, Venezuela, South Africa, Puerto Rico, Virgin Islands, Honduras

Selected Publications:

- 2012 An annotated list of the Lepidoptera of Honduras (with D.L. Matthews, A.D. Warren, M.A. Solis, D.J. Harvey, P. Gentile-Poole, R. Lehman, T.C. Emmel, and C.V. Covell, Jr.). *Insecta Mundi*, 0205: 1-72.
- 2012 Observations of plume moths on North Andros Island, Bahamas, and notes on new records and species previously recorded from the Bahamas (Lepidopter: Pterophoridae) (with D.L. Matthews, M.J. Simon, and G. Goss). *Insecta Mundi*, 0236: 1-12.
- 2012 Possible natural backcrossing of a male hybrid Admiral, Limentis (Fabricius) (Lepidoptera: Nymphalidae) in Quebec with supporting laboratory evidence (with A.P. Platt and L.D. Miller). *Maryland Entomologist*, 5(4): 11-29.
- 2012 Biogeographic affinities of Guantanamo Butterflies and a report on species recorded from the United States Naval Base, Cuba (with D.L. Matthews, T.A. Lott, P.W. Portell, and J.K. Toomey). *Bulletin of the Allyn Museum*, 164: 1-51.

Percentage of time devoted to LAS: 50%

MILLS, Jon

Year of Appointment: 1990

Title/Department: Dean Emeritus, Professor of Law & Director of Center for Governmental Responsibility

Tenure Status: Tenured

Education: BA, Stetson University, Economics, 1969; JD (with honors), University of Florida College of Law, 1972 (5th in class); JD, Stetson University, 1986; Kennedy School of Government at Harvard University, Senior Executives in State and Local Government Program, Summer 1987

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-2)

Research/Teaching Interests: Florida constitutional law; Privacy law; Judicial education & training; Environmental law; Latin American legal system

Field Research Experience: Argentina, Brazil, Uruguay, Colombia, Haiti

Selected Publications:

- 2012 Crisis in the Courts: Reconnaissance and Recommendations (with P.T. Grossi, Jr.). In C. Flango et al., eds., *Future Trends in State Courts 2012: Special Focus on Courts and Community*. National Center for State Courts, pp. 83-89.
- 2009 Whiter Communism: A Comparative Perspective on Constitutionalism in a Postsocialist Cuba. *George Washington International Law Review*, 40: 1219-1270.

Percentage of time devoted to LAC studies: 25%

MOLLEDA, Juan-Carlos

Year of Appointment: 2000

Title/Department: Associate Professor, Public Relations

Tenure Status: Tenured

Education: BS, Universidad del Zulia, Social Communication; MS, Radford University, Corporate and Professional Communication; PhD, University of South Carolina, Journalism and Mass Communication, 2000

Languages: Spanish (S-5)

Research/Teaching Interests: Global corporate public relations management; Public relations practices, regulations, professionalism, and social roles in Latin America

Courses: International Public Relations; Strategic Public Relations Management: International Perspectives

Overseas Experience: Brazil, Colombia, Costa Rica, Cuba, Mexico, Panama, Venezuela

Selected Publications:

- 2013 Immigrant integration through public relations and public diplomacy: An analysis of the Turkish diaspora in the capital of the European Union (with E. Özdora). *Turkish Studies*, forthcoming.
- 2013 Testing a perceived authenticity index with triangulation research: The case of Xcaret in Mexico (with R. Jain). *International Journal of Strategic Communication*, 7: 1-20.
- 2013 Identity, perceived authenticity, and reputation: A dynamic association in strategic communications (with R. Jain). In C.E. Carroll, ed., *The handbook of communication and corporate reputation*. New York, NY: Routledge.
- 2013 Testing the theory of cross-national conflict shifting: A quantitative content analysis and a case study of the Chiquita Brands' transnational crisis originated in Colombia (with V. Bravo, A.F. Giraldo, and L.H. Botero). *Public Relations Review*, 39: 57-59.
- 2012 Sobre la gestión en comunicación y relaciones públicas en América Latina 2009-2012 [About the management of communication and public relations in Latin America 2009-2012] (with A. Moreno, A. Athaydes, and A.M. Suarez). *Dircom Latinoamérica*, 93: 26-30.

Percentage of time devoted to LAS: 75%

Distinctions: Contribution to Public Relations Research, Education, and Training in Latin America Award, Colombian Center of Public Relations and Organizational Communication, 2013; Outstanding Doctoral Mentor Award, UF College of Journalism and Communications, 2013; Outstanding Young Alumni Award, University of South Carolina's School of Journalism and Mass Communications, 2010

MONAGHAN, Paul F.

Year of Appointment: 2008

Title/Department: Assistant Professor, Department of Agricultural Education and Communication

Tenure Status: Tenure-track

Education: BA, University of Florida, Political Science, 1982; MA, University of Florida, Latin American Studies, 1989; PhD, University of Florida, Anthropology, 2000

Number of Theses Supervised During Past 5 Years: 6

Research/Teaching Interests: Community based social marketing as a tool for environmental behavior change; Residential behavior in landscaping and the impact on natural resource sustainability

Overseas Experience: Haiti

Selected Publications:

- 2012 Adoption of Safety Eyewear among Citrus Harvesters in Rural Florida (with C. Bryant, R. McDermott, L. Forst, J. Luque, and R. Contreras). *Journal of Immigrant and Minority Health*, 14: 460-466.
- 2011 Preventing Eye Injuries among Citrus Harvesters: The Community Health Worker Model (with L. Forst, J. Toavar-Aguilar, C. Bryant, G. Israel, S. Galindo-Gonzalez, Z. Thompson, Y. Zhu, and R. McDermott). *American Journal of Public Health*, 101(12): 2269-2274.
- 2011 Lessons Learned from a Community Coalition with Diverse Stakeholders: The Partnership for Citrus Worker Health. *Annals of Anthropological Research*, special issue: Anthropological Insights of Effective Community-Based Coalition Practice, 35(2): 269-284.
- 2010 The Role of Employers and Supervisors in Promoting Pesticide Safety Behavior among Florida Farmworkers (with B.A. Mayer, and J.D. Flocks). *American Journal of Industrial Medicine*, 53: 814-824.

Percentage of time devoted to LAS: 25%

MOORS, Ximena

Year of Appointment: 1992

Title/Department: Lecturer, Spanish and Portuguese Studies

Tenure Status: Non-tenure track

Education: JD, Universidad de Chile, 1972; MA, University of Arizona, Spanish, 1983; PhD, University of Florida, 1991

Languages: Spanish (S-5), Portuguese (S-2), French (S-2)

Research/Teaching Interests: The role of the Catholic Church in textual production

Courses: Advanced Grammar and Composition; Introduction to Spanish-American Literature: Mexico; Spanish for Bilingual Speakers

Overseas Experience: Chile, Spain, Mexico

Percentage of time devoted to LAS: 50%

Distinctions: Anderson Scholar Faculty Honoree, University of Florida, 2009, 2011, & 2013

MORELAND, Greg

Year of Appointment: 1996

Title/Department: Senior Lecturer, Spanish and Portuguese Studies; Director, Foreign Languages across the Curriculum Program

Tenure Status: Non-tenure track

Education: BA, Indiana State University, Spanish and Political Science, 1985; MA, University of Florida, Latin American Studies, 1987; PhD, University of Florida, Spanish American Literature, 1996

Number of Theses Supervised During Past 5 Years: 4

Languages: Spanish (S-5), Portuguese (S-3), French (S-1)

Research/Teaching Interests: Languages across the curriculum; Languages for the professions; Study abroad; Business and culture of soccer; Contemporary pop music in Spanish

Courses: Advanced Composition and Syntax; Commercial Spanish; Marketing and Advertising in the Spanish-Speaking World; Soccer in Latin America and Spain; Contemporary Music in the Spanish-Speaking World

Overseas Experience: Mexico, Argentina, Brazil, Spain, Puerto Rico, Panama, Colombia

Percentage of time devoted to LAS: 100%

MOSELEY, Michael E.

Year of Appointment: 1984

Title/Department: Distinguished Professor, Anthropology

Tenure Status: Tenured

Education: BA, University of California, Berkeley, Anthropology, 1963; MA, Harvard University, Anthropology, 1965; PhD, Harvard University, Anthropology, 1968

Languages: Spanish (S-4)

Research/Teaching Interests: Quaternary geomorphology; Climatology, Tectonics and natural disasters

Courses: Inca and their Ancestors; Lost Tribes and Sunken Continents

Overseas Experience: Bolivia, Chile, Colombia, Peru

Percentage of time devoted to LAS: 100%

Distinctions: Inductee, American Academy of Arts and Sciences, 2013; elected to National Academy of Sciences, 2000.

MOSS, Charles

Year of Appointment: 2006

Title/Department: Professor and Graduate Coordinator, Department of Food and Resource Economics

Tenure Status: Tenured

Education: BS, Oklahoma State University, Agricultural Economics/Accounting, 1982; MS, Oklahoma State University, 1984; PhD, Purdue University, 1987

Number of theses supervised during past 5 years: 2

Research/Training Interests: Agricultural finance; Econometrics

Selected Publications:

- 2013 Costs of Nutrient Management to Improve Water Quality in Agricultural Areas (with S. Asci, T. Borisova, and J.J. VanSickle). *Florida Watershed Journal*, forthcoming.
- 2013 Positive and Negative Externalities in Agricultural Production: The Case of Adena Springs Ranch (with A. Schmitz). *Journal of Agricultural and Applied Economics*, 45(3): 401-409.
- 2013 Stay Interested, My Friends. *Journal of Agricultural and Applied Economics*, 45(3): 369-371.
- 2013 Modelling the Effect of Off-Farm Income on Farmland Values: A Quantile Regression Approach (with A.K. Misra). *Economic Modelling*, 32: 361-368.
- 2012 Markets for Used Motor Oil in California under a Controversial Deposit-Refund System (with A. Schmitz, T.G. Schmitz, and G. Greene). *Environmental Economics*, 3(4): 21-33.
- 2012 Reporting and Usability of ARMS Income and Balance Sheet Data (with C.A. Wilson, and S. Brown). *Agricultural Finance Review*, 72(2): 286-293.

Percentage of time devoted to LAS: 25%

Distinctions: Agricultural and Applied Economics Association Quality of Communication Award, 2013; Southern Agricultural Economics Association Lifetime Achievement Award, 2013

MULLALLY, Conner

Year of Appointment: 2013

Title/Department: Assistant Professor, Food and Resource Economics

Tenure Status: Tenure-track

Education: BA, Reed College, International and Comparative Policy Studies, 2001; PhD, University of California, Davis, Agricultural and Resource Economics, 2011

Languages: Spanish (S-3)

Courses: Labor Economics

Selected Publications:

- 2013 Evidence of Demand for Index Insurance: Experimental Games and Commercial Transactions in Ethiopia (with M. Norton, D. Osgood, M. Madajewicz, E. Holthaus, N. Peterson, R. Diro, T. Teh, and M. Gebremichael). *Journal of Development Studies*, forthcoming.
- 2013 Encouraging Development: Randomized Encouragement Designs in Agriculture (with S. Boucher and M. Carter). *American Journal of Agricultural Economics, Papers and Proceedings*, 95(5): 1352-1358.
- 2010 Case study: Evaluating the impact of index insurance on cotton farmers in Peru. In P. Winters, L. Salazar, and A. Maffioli, eds., *Designing Impact Evaluations for Agricultural Projects*. Inter-American Development Bank Technical Note IDB-TN-198.
- 2009 Likely effects on obesity from proposed changes to the US food stamp program. *Food Policy*, 34(2): 176-184.

Percentage of time devoted to LAS: 50%

MUÑOZ-CARPENA, Rafael

Year of Appointment: 2001

Title/Department: Professor, Agricultural and Biological Engineering

Tenure Status: Tenured

Education: BS, MS, Technical University of Madrid, Agricultural Engineering, 1989; PhD, North Carolina State University, Biological and Agricultural Engineering, 1993

Number of Theses Supervised During Past 5 Years: 12

Languages: Spanish (S-5), French (S-1)

Research/Teaching Interests: Global sensitivity and uncertainty of environmental models; Surface, vadose zone, and groundwater hydrology; Water quality and hydrological modeling; Water conservation

Field Research Experience: Brazil, Costa Rica, Peru, Bolivia, Argentina

Selected Publications:

- 2013 Evaluating ecological resilience with global sensitivity and uncertainty analysis (with S. Perz, G.A. Kiker, and R.D. Holt). *Ecological Modelling*, 263: 174-186.
- 2013 Hydrologic modeling, uncertainty, and sensitivity in the Okavango Basin: Insights for scenario assessment (with A. Linhoss, G. Kiker, and D. Hughes). *Journal of Hydrologic Engineering*, 18(12): 1767-1778.
- 2012 Simulating the fate of Florida Snowy Plovers with sea-level rise: exploring potential population management outcomes with a global uncertainty and sensitivity analysis perspective (with M.L. Chu-Agor., G.A. Kiker, M. Aiello-Lammens, R. Akçakaya, M. Convertino, and I. Linkov). *Ecological Modelling*, 224(1): 33-47.

Percentage of time devoted to LAS: 25%

Distinctions: FIPSE Brazil grant; National Postdoctoral Association (NPA) Mentoring Award, 2013; University of Florida Research Foundation Professor, 2011-2015; Gamma Sigma Delta Junior Faculty Award, 2009; Special Recognition Award (FL-Am. Soc. Agric. Biol. Eng.), 2009

MURRAY, Gerald F.

Year of Appointment: 1985

Title/Department: Associate Professor Emeritus, Anthropology.

Tenure Status: Tenured

Education: BA, Harvard University, Anthropology, 1968; PhD, Columbia University, Anthropology, 1977

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-5), French (S-4), Haitian Creole (S-4)

Research/Teaching Interests: Anthropology of religion; Caribbean peasants and migrants; Urban microenterprise; Cultural and applied anthropology

Courses: Anthropology of Judaism; Anthropology of Religion; Cuba, Hispaniola, and Puerto Rico

Overseas Experience: Costa Rica, Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Mexico, Panama, Peru

Selected Publications:

- 2012 *Pelo Bueno Pelo Malo: Estudio Antropológico de los Salones de Belleza en la República Dominicana*. Santo Domingo: Fondo Micro.
- 2010 *La Frontera Dominico-haitiana* (with H. Dilla et al.). Santo Domingo: Inter-American Development Bank and Pan American Development Foundation.
- 2010 Lenguaje y raza en la frontera dominico-haitiana: Apuntes antropológicos. In H. Dilla et al., eds., *La Frontera Dominico-haitiana*. Santo Domingo: Inter-American Development Bank and Pan American Develop. Foundation, pp. 241-281.
- 2010 *Haitian and Dominican racial and ethnic perceptions and sentiments*. Occasional Report. Santo Domingo, Dominican Republic: Inter-American Development Bank and Pan American Development Foundation.
- 2010 *Sources of conflict along and across the Haitian-Dominican border*. Occasional Report. Santo Domingo, Dominican Republic: Inter-American Development Bank and Pan American Development Foundation.

Percentage of time devoted to LAS: 75%

NAGAN, Winston

Year of Appointment: 1975

Title/Department: Sam T. Dell Research Scholar and Professor, Levin College of Law

Tenure Status: Tenured

Education: BA, University of South Africa, Law, May 1965; BA, Brasenose College, Honors Juris., 1966; MA, Brasenose College, Juris., 1970; MCL/LLM, Duke School of Law, 1970; JSD, Yale School of Law, 1977

Languages: Spanish (S-1)

Research/Teaching Interests: International human rights; National security law; Legal theory; International Law; International Courts; Ethnic Conflict

Courses: International Law; Human Rights Law; International Law and Ethnic Conflict; Law, Science, and Policy

Overseas Experience: Ecuador

Selected Publications:

- 2012 Genocide & the Shoah (The Holocaust): Intellectual Tools for Education and Public Policy Decision (with A.M. Haddad). *Global Jurist*, 12(1): Article 5.
- 2012 Global Values Discourse (with G. Jacobs). *Eruditio*, 1: Part IV.
- 2011 Human Rights, Liberty & Socio-Economic Justice: Economic Theory and the Ascent of Private Property Values. *CADMUS*, 1(2): 35-54.
- 2009 Bioprospecting as Biopiracy: Economic and Ethnobotany and the Misappropriation of the Traditional Knowledge of Indigenous Cultures (with R. Tsakimp, J.C. Jintiach and Fellows of the Institute for Human Rights, Peace and Development). *Journal of Law and Technology*.

Percentage of time devoted to LAS: 25%

NAIR, P.K. Ramachandran

Year of Appointment: 1987

Title/Department: Distinguished Professor, Forest Resources and Conservation

Tenure Status: Tenured

Education: BS, University of Kerala, India, 1961; MS, University of Kerala, India, Agronomy, 1968; PhD, Pantnagar Agricultural University, India, Agronomy, 1971; Dr. Sc., University of Goettingen, Germany, Tropical Agriculture, 1978

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-2), French (S-2)

Research/Teaching Interests: Agroforestry; International forestry

Courses: Agroforestry

Overseas Experience: Brazil, Costa Rica, Ecuador, Haiti, Jamaica, Mexico, Panama

Selected Publications:

2012 *Agroforestry—The Future of Global Land Use* (editor with D.P. Garrity). Netherlands: Springer.

2012 Carbon sequestration studies in agroforestry systems: a reality-check. *Agroforestry Systems*, 86: 243-253.

2011 *Carbon Sequestration in Agroforestry Systems: Opportunities and Challenges* (editor with B.M. Kumar). Netherlands: Springer.

2011 Soil carbon storage as influenced by tree cover in the Dehesa cork oak silvopasture of central-western Spain (with D.S. Howlett, M.G. Marcose, M.-R. Mosquera-Losada, and V.D. Nair). *Journal of Environmental Monitoring*, 13: 1897-1904.

2011 Agroforestry systems and environmental quality: Introduction. *Journal of Environmental Quality*, 40: 784-790.

Percentage of time devoted to LAS: 25%

Distinctions: Mahatma Gandhi Parvati Gold Medal, NRI Welfare Society, New Delhi, 2014; The Hind Ratan (Jewel of India) Award, NRI Welfare Society, 2010; Outstanding Research Award, Society of American Foresters, 2009; Faculty Enhancement Opportunity Award, 2009

NARANJO, Andy

Year of Appointment: 1993

Title/Department: Bank of America Professor and Director, Center for International Business, Education, and Research; Department of Finance

Tenure Status: Tenured

Education: BS, University of California at Riverside, Economics, 1986; MA, Claremont Graduate University, Economics, 1988; PhD, Claremont Graduate University, Financial and International Economics, 1994

Number of Theses Supervised During Past 5 Years: 10

Languages: Spanish (S-3)

Research/Teaching Interests: Financial economics; International finance; Capital market linkages; Asset pricing; Real estate finance

Courses: International Finance; International Financial Markets in Brazil, Chile, and Argentina

Field Research Experience: Argentina, Brazil, Chile, Cuba, Peru

Selected Publications:

2012 Information, Uncertainty, and Behavioral Effects: Evidence from Abnormal Returns around Real Estate Investment Trust Earnings Announcements (with F. Gyamfi-Yeboah and D. Ling). *Journal of International Money and Finance*, 31: 1930-1952.

2012 Real Estate Ownership, Leasing Intensity, and Value: Do Stock Returns Reflect a Firm's Real Estate Holdings? (with D. Ling and M. Ryngaert). *Journal of Real Estate Finance and Economics*, 44: 184-202.

2010 Derivative Usage and Firm Value: The Influence of Agency Costs and Market Imperfections" (with L. Fauver). *Journal of Corporate Finance*, 16(5): 719-735.

Percentage of time devoted to LAS: 25%

NEEDELL, Jeffrey D.

Year of Appointment: 1987

Title/Department: Professor, History

Tenure Status: Tenured

Education: AB, University of California, Berkeley, 1974; MA, Yale University, History, 1978; PhD, Stanford University, History, 1982

Number of Theses Supervised During Past 5 Years: 4

Languages: Portuguese (S-4), French (S-3), Spanish (S-3)

Research/Teaching Interests: Brazilian political and intellectual history, ca. 1820-1930s; Slavery and Afro-Brazilian political mobilization, ca. 1750-1904; Brazilian cultural history/Latin America after 1750

Courses: History of Amazonia; Practicum on Brazilian Slavery; Senior Seminar on Brazilian Race and Slavery; Brazil after 1750; Emergent Latin America; Contemporary Latin America

Overseas Experience: Brazil

Selected Publications:

- 2013 *Belle époque tropical: Sociedad y cultura de élite en Río de Janeiro a fines del siglo xix y principios del xx.* Trans. Lilia Mosconi. Bernal: Universidad Nacional de Quilmes.
- 2013 The State and Development under the Brazilian Monarchy: 1822-1889. In M. Centeno and A. Ferraro, eds., *The State and Nation Making in Latin America and Spain: Republics of the Possible*. New York: Cambridge University Press, pp. 79-99.
- 2012 Politics, Parliament, and the Penalty of the Lash: The Significance of the End of Flogging in 1886. *Almanack Guarulhos*, 4: 91-100.
- 2011 The Foundations of Freyre's Work: Engagement and Disengagement in the Brazil of 1923-1933. *Portuguese Studies*, 27(1): 8-19.

Percentage of time devoted to LAS: 100%

Distinctions: National Endowment for the Humanities, Fellowship, 2013-2014; Department of History, University of Florida, Norman Wilensky Graduate Teaching Award, 2011-2012; College of Liberal Arts and Sciences, University of Florida, Waldo W. Neikerk Term Professorship, 2011-2012; Fulbright-Hays Faculty Research Award, Brazil, 2009-10; Humanities Enhancement Award, UF College of Liberal Arts and Sciences, 2009

NICKERSON, Max A.

Year of Appointment: 1990

Title/Department: Curator of Herpetology, Florida Museum of Natural History

Tenure Status: Tenured

Education: BA, Central Methodist University, Biology, 1960; PhD, Arizona State University, Zoology, 1968

Languages: Spanish (S-4)

Research/Teaching Interests: Ecology and semantics of amphibians and reptiles; Vertebrate populations in lotic habitats; Retardation of regeneration in salamanders

Courses: Spring Vertebrates in Lotic Habitats; Snake Structure and Function; Salamander Biology

Overseas Experience: Mexico, Guatemala, Belize, Honduras, Nicaragua, Costa Rica, Columbia, Peru

Selected Publications:

- 2011 *Ramphotyphlops braminus* (Braminy Blind Snake) (with K. Hecht-Kardasz). *Herpetological Review*, 42(3): 395-396.
- 2011 New and noteworthy records of amphibians and reptiles from Reserva de la Biosfera Bosawas, Nicaragua (with S.L. Travers, J.H. Townsend, J. Sunyer, L.A. Obando, and L.D. Wilson). *Herpetological Review*, 42(3): 399-403.
- 2011 Population structure of the Hellbender (*Cryptobranchus alleganiensis*) in a Great Smoky Mountains stream (with K. Hecht-Kardasz, M. Freake, and P. Colclough). Selected Proceedings of the Annual Herpetology Conference. *Bulletin of the Florida Museum of Natural History*, 51(4): 227-241.

Percentage of time devoted to LAS: 50%

Distinctions: Founder's Award Nominee, Arizona State University, 2010

OCHOA, Nathalia

Year of Appointment: 2013

Title/Department: Program Coordinator, Center for Latin American Studies

Tenure Status: Non-tenure track

Education: BA, University of Wisconsin-Madison, International Studies, 2011; MA, University of Florida, Gender and Women's Studies, 2013

Languages: Spanish (S-5)

Research Interests: *Women, youth and community empowerment, gender and social movements, revolutions and development in Latin America*

Overseas Experience: El Salvador, Nicaragua, Paraguay and Brazil

Percentage of time devoted to LAS: 100%

ORTIZ, Paul

Year of Appointment: 2008

Title/Department: Associate Professor, History; Director, Proctor Oral History Program

Tenure Status: Tenured

Education: BA, the Evergreen State College, History/Political Economy, 1990; PhD Duke University, History 2000

Number of Theses Supervised During Past 5 Years: 26

Languages: Spanish (S-4), French (S-2)

Research/Teaching Interests: Immigration and working class history; Caribbean literature and social movements; Latino history

Courses: African-American and Latino History; African Diaspora; Comparative Social Movements

Overseas Experience: Trinidad, Panama, Honduras, Venezuela, Colombia, Spain, Portugal

Selected Publications:

2010 ¡Si, Se Puede! Revisited: Latino/a Workers in the United States. In R. Furman and N. Negi, eds., *Social Work Practice with Latinos*. Chicago: Lyceum Books.

Percentage of time devoted to LAS: 25%

Distinctions: "Demostrando el Orgullo de Nuestra Cultura," Certificate of Appreciation for Hispanic Heritage Month, University of Florida, September, 2009

OYUELA-CAYCEDO, Augusto

Year of Appointment: 2004

Title/Department: Associate Professor, Anthropology

Tenure Status: Tenured

Education: BA, Universidad de los Andes, Anthropology, 1985; PhD, University of Pittsburgh, Anthropology, 1993

Number of Theses Supervised During Past 5 Years: 11

Languages: Spanish (S-5)

Research/Teaching Interests: Historical ecology; Evolution of ideology; Ecology of religion; Indigenous peoples of South America; Origins of technology and food production; History and theory of archaeology and anthropology

Courses: Circum-Caribbean Archaeology; Ecology of Religion: Shamanism; Historical Ecology; Social Life of Plants; Introduction to World Archaeology

Overseas Experience: Brazil, Colombia, Ecuador, Peru

Selected Publications:

- 2011 The Agency of Academic Production in Columbian Archaeology (with A. Dever). In S. Ludomir and R. Lozny, eds., *Comparative Archaeologies: A Sociological View of the Science of the Past*. Springer, New York: pp. 613-639.
- 2010 Cerro Nariño y Max Uhle arqueólogo como agente del desarrollo de la arqueología ecuatoriana (with P. Stahl and S. Raymond). In P. Kaulicke, M. Fischer, G. Wolff, and P. Masson, eds., *Max Uhle (1856-1944): Evaluaciones de sus investigaciones y obras*. Lima, Peru: Fondo Editorial de la Pontificia Universidad Católica, pp. 359-377.
- 2010 San Jacinto 1 y los inicios de la alfarería en el Nuevo Mundo. In A. Meisel, R. Haroldo, and C. Stevenson, eds., *Cartagena de Indias en el Siglo XVI*. Cartagena, Columbia: Banco de la Republica, pp. 15-35.
- 2009 Review of *Hans Staden's True History: An Account of Cannibal Captivity in Brazil* by Hans Staden, edited by N.L. Whitehead and M. Harbsmeier, in the *Bulletin of Latin American Research*, 28(3): 460-461.

Percentage of time devoted to LAS: 100%

PEÑA, Milagros

Year of Appointment: 1999

Title/Department: Professor, Sociology; Associate Dean, College of Liberal Arts and Sciences

Tenure Status: Tenured

Education: BA, Iona College, Spanish and Latin American Literature, 1978; MA, State University of New York at Stony Brook, Sociology, 1985; PhD, State University of New York at Stony Brook, Sociology, 1990

Number of Theses Supervised During Past 5 Years: 2

Languages: Spanish (S-5)

Research/Teaching Interests: Social movements; Religion; Women's studies; Race and ethnicity with emphasis on Latino(a) studies

Courses: Sociology of Latinos in the U.S.

Overseas Experience: Mexico, Peru

Selected Publications:

- 2012 Second-Generation Latin@ Faith Institutions and Identity Formations (with E.I. Hernández). In C. Chen and R. Jeung, eds., *Sustaining Faith Traditions: Race, Ethnicity, and Religion among the Latino and Asian American Second Generation*. New York, N.Y.: New York University Press, pp. 93-112.
- 2012 Latino Religion and Its Political Consequences: Exploring National and Local Trends (with J.H. Martínez and E.I. Hernández). In R.D. Jacobson and N.D. Wadsworth, eds., *Faith and Race in American Political Life*. Charlottesville: University of Virginia Press, pp. 149-169.
- 2011 Mentoring Transformed: When Students of Color See Diversity in Leadership (with J. Wilder). In G. Jean-Marie and B. Lloyd-Jones, eds., *Women of Color in Higher Education: Changing Directions and New Perspectives. Diversity in Higher Education Vol. 10*. Emerald, pp. 345-363.

Percentage of time devoted to LAS: 25%

PÉREZ-MÉNDEZ, Alfonso

Year of Appointment: 1996

Title/Department: Professor, Architecture

Tenure Status: Tenured

Education: B.Arch, University of Barcelona, Architecture, 1980; M. Construction Engineering, Polytechnic School, 1983; M.S.Arch, Columbia University, Architecture, 1990

Number of Theses Supervised During Past 5 Years: 14

Languages: Spanish (S-5), English (S-5), Italian (S-4), French (S-3), Catalan (S-3), Galician (S-3)

Research/Teaching Interests: Latin American regional architecture; Latin American architectural history post-WWII

Courses: Architectural History: Modernism in Cuba

Overseas Experience: Cuba, Mexico

Selected Publications:

2009 Advertising Suburbanization in Mexico City: El Pedregal Press Campaign (1948-65) and Television Programme (1953-54). *Journal of Planning Perspectives*, 24(3): 367-379.

2009 *Traverso Vighy Architects*. Torino, Italy: Umberto Allemandi Editore.

Percentage of time devoted to LAS: 50%

Distinctions: UF Research Foundation Professor, 2009-12

PERRONE, Charles A.

Year of Appointment: 1985

Title/Department: Professor, Spanish and Portuguese Studies

Tenure Status: Tenured

Education: BA, University of California, Santa Cruz, Spanish and American Literature, 1973; MA, University of California, Irvine, Spanish, Spanish-American, and Brazilian Literature, 1976; PhD, University of Texas, Austin, Luso-Brazilian Literature, 1985

Number of Theses Supervised During Past 5 Years: 5

Languages: Portuguese (S-5), Spanish (S-4), French (S-3)

Research/Teaching Interests: Portuguese; Luso-Brazilian literature civilization and culture; 20th century Brazilian poetry; Brazilian popular music

Courses: Portuguese Composition and Conversation; Inter-American Literature; Luso-Brazilian Civilization and Culture; Modernist Movement in Brazilian Literature; Contemporary Brazilian Narrative

Overseas Experience: Brazil, Mexico

Selected Publications:

2012 "Brazil, Poetry of," "Antropofagia," in 4th ed. *Princeton Encyclopedia of Poetry and Poetics*. Princeton: Princeton University Press, pp. 160-64, 59-60.

2012 *Humana Festa, A Novel*. Translation of *Humana festa: romance* by Regina Rheda (2008). Columbus, Ohio: Educational Publishers.

2011 Capital Lyric: Poetry and Song in Contemporary Rio de Janeiro and Salvador, Bahia. *Review- Literature and Arts of the Americas*, 83: 212-22.

2010 *Brazil, Lyric and the Americas*. Gainesville, FL: University Press of Florida.

2010 Paulo Leminski sob a ótica da poética transamericana. In Marcelo Sandmann, ed., *A pau a pedra a fogo a pique: dez estudos sobre a obra de Paulo Leminski*. Curitiba, PR: Secretaria de Estado da Cultura do Paraná, pp. 32-49.

Percentage of time devoted to LAS: 100%

PERZ, Stephen G.

Year of Appointment: 2000

Title/Department: Associate Professor, Sociology

Tenure Status: Tenured

Education: BA, Southwestern University, Psychology and Sociology, 1992; MA, University of Texas, Austin, Sociology, 1994; PhD, University of Texas, Austin, Sociology, 1997

Number of Theses Supervised During Past 5 Years: 29

Languages: Portuguese (S-4), Spanish (S-4)

Research/Teaching Interests: Sociology of Latin America; Environmental sociology; Sociology of development; Interdisciplinary science and management

Courses: Environment and Society; Seminar in Environment and Society; Population and Society in Latin America; Latin American Data Analysis, Core Issues in Environmental and Resource Sociology

Overseas Experience: Brazil

Selected Publications:

- 2013 Evaluating Ecological Resilience with Global Sensitivity and Uncertainty Analysis (with R. Muñoz-Carpena, and R.D. Holt). *Ecological Modelling*, forthcoming.
- 2013 Regional Integration and Resilience: Infrastructure Connectivity and Livelihood Diversity in the Southwestern Amazon (with M. Rosero, F. Leite, L.A. Carvalho, J. Castillo, and C. Vaca). *Human Ecology*, forthcoming.
- 2013 Regional Deforestation Trends within Local Realities: Land Cover Change in Southeastern Peru, 1996-2011 (with A.C. Michaelsen, L.H. Briceño, R.F. Menis, N.B. Chura, F.V. Tito, I.F. Brown, S. Domínguez del Aguila, R.P. Mora, and G.A. Aguirre). *Land*, forthcoming.
- 2013 Political Ecology and Land Change Science in the Study of Infrastructure Impacts (with Y. Qiu, Y. Xia, J. Sun, J. Southworth, K. Rocha, and G. Barnes). In C. Branstromm and J. Vadjunez, eds., *Synergies and Divergences between Land Change Science and Political Ecology*, forthcoming.

Percentage of time devoted to LAS: 100%

PESKIN, Jocelyn D.

Year of Appointment: 2012

Title/Department: Assistant Director for Administration, Center for Latin American Studies

Tenure Status: Non-tenure track

Education: BA, Rutgers University, Philosophy, 1994; MS, University of Florida, Geography, 2002

Languages: Spanish (S-3)

Research Interests: Community-based sea turtle conservation; Human dimensions of natural resource conservation; Garífuna communities

Overseas Experience: Costa Rica, Honduras

Percentage of time devoted to LAS: 100%

Professional Development: UF Supervisory Challenge, Manager's-Only Cohort, UF Human Resources Office, 2012-2013

PETERSON, Anna L.

Year of Appointment: 1993

Title/Department: Professor, Religion

Tenure Status: Tenured

Education: AB, University of California, Berkeley, Religious Studies, 1985; MA, University of Chicago Divinity School, 1987; PhD, University of Chicago, Christianity in Latin America, Social Ethics, Environmental Ethics, 1991

Number of Theses Supervised During Past 5 Years: 8

Languages: Spanish (S-5), Portuguese (S-2), French (S-1)

Research/Teaching Interests: Religion in Latin America; Social ethics; Environmental ethics

Courses: Religion and Social Change; Religion and Violence, Latin American Religions

Overseas Experience: El Salvador, Mexico, Nicaragua, Peru, Chile, Ecuador

Selected Publications:

2013 *Being Animal: Beasts and Boundaries in Nature Ethics*. New York: Columbia University Press.

2009 Oscar Romero and the Politics of Sainthood (with M.A. Vásquez). *Postscripts: The Journal of Sacred Texts and Contemporary Worlds*, 5(3): 265-291.

Percentage of time devoted to LAS: 50%

Distinctions: UF Foundation Research Professor, 2009-11

PHARIES, David A.

Year of Appointment: 1980

Title/Department: Professor, Spanish and Portuguese Studies, Associate Dean for Humanities, College of Liberal Arts and Sciences

Tenure Status: Tenured

Education: AB, Austin College, Spanish, 1973; CPhil, University of California, Berkeley, Romance Philology, 1978; PhD, University of California, Berkeley, Romance Philology, 1979

Languages: Spanish (S-5)

Research/Teaching Interests: Spanish linguistics; Spanish language, literature, and phonology; Romance linguistics

Courses: History of Spanish Vocabulary; Introduction to the History of Spanish Language; Spanish and Spanish American Dialectology

Overseas Experience: Mexico

Selected Publications:

2013 El prefijo *es-* en castellano y en las otras variedades hispano-romances. *Revista de Lexicografía*, forthcoming.

2012 *University of Chicago Spanish Dictionary*, 6th ed. Editor-in-Chief. Chicago: University of Chicago Press.

2011 Evolución del prefijo latino *sub-* en hispanorromance. *Revista de Historia de la Lengua Española*, 6: 131-156.

2010 The Evolution of the University of Chicago Spanish Dictionary. *Romance Philology*, 64: 249-256.

Percentage of time devoted to LAS: 100%

PHILLIPS, Richard F.

Year of Appointment: 1993

Title/Department: Associate University Librarian, Latin American Collection, University Libraries

Tenure Status: Tenured

Education: BS, Marquette University, Business Administration, 1970; MLS, Florida State University, Library Science, 1976; MA, University of Florida, Latin American Studies, 1981

Languages: Portuguese (S-4), Spanish (S-4)

Research/Teaching Interests: Latin American libraries; Archives; Computer-based information systems

Overseas Experience: Brazil, Guatemala, Mexico, Colombia, Argentina

Selected Publications:

2012 The Indigenous in Mariátegui. *Papers of the 2008 Annual Meeting of the Seminar on the Acquisition of Latin American Library Materials*. Austin, TX: SALALM Secretariat.

2009 *Cuban Collections at the University of Florida: A Brief Description*. Gainesville, FL: George A. Smathers Libraries.

Percentage of time devoted to LAS: 100%

PORZECANSKI, Ignacio

Year of Appointment: 2004

Title/Department: Lecturer, School of Natural Resources and Environment

Tenure Status: Non-tenure Track

Education: BS, Hebrew University, Agriculture, 1967; PhD, Cambridge University, UK, Genetics, 1972

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-5), English (S-5), Portuguese (S-5), French (S-4), Italian (S-4).

Research/Teaching Interests: Natural resource management; Environmental policy

Field Research Experience: Brazil, Uruguay

Selected Publications:

2012 Adaptive Management Fitness of Watersheds (with L. Saunders and M.T. Brown). *Ecology and Society*, 17(3): 29.

Percentage of time devoted to LAS: 75%

POWELL, Stephen J.

Year of Appointment: 2000

Title/Department: Senior Lecturer and Director of International Trade Law Program, Levin College of Law

Tenure Status: Non-tenure track

Education: BA, University of Florida, Psychology, 1964; JD, University of Florida, 1966

Number of Theses Supervised During Past 5 Years: 6

Languages: Spanish (S-2)

Research/Teaching Interests: Regional trade agreements in the Americas; International trade and human rights; Dispute settlement under international trade and investment agreements

Courses: International Trade and Environment; International Trade Law; Trade and Human Rights in the Americas; International Environmental Law; Dispute Settlement under International Trade and Investment Agreements

Overseas Experience: Brazil, Costa Rica, Guatemala, Argentina.

Selected Publications:

- 2012 Beyond Labor Rights: Which Core Human Rights Must Regional Trade Agreements Protect? (with T. Low). *Richmond Journal of Global Law and Business*, 12(1): 91-188.
- 2011 Is the WTO Quietly Fading Away? The New Regionalism and Global Trade Rules (with T. Low). *The Georgetown Journal of Law & Public Policy*, 9(2): 261-282.
- 2011 Managing the Rule of Law in the Americas: An Empirical Portrait of the Effects of 15 Years of WTO, MERCOSUL, and NAFTA Dispute Resolution on Civil Society in Latin America (with L.M.L. Ribeiro). *University of Miami Inter-American Law Review*, 42: 197-251.
- 2009 *Just Trade: A New Covenant Linking Trade and Human Rights in the Americas* (with B.E. Hernandez). New York, NY: NYU Press.

Percentage of time devoted to LAS: 75%

Distinctions: Co-Chair, Senior Lawyers Interest Network, American Bar Association, 2006-present; Member, International Trade Committee, American Bar Association, 1990–present

PUTZ, Francis E.

Year of Appointment: 1982

Title/Department: Professor, Biology

Tenure Status: Tenured

Education: BS, University of Wisconsin, Biology, 1973; PhD, Cornell University, Ecology, 1982

Number of Theses Supervised During Past 5 Years: 20

Languages: French (S-4), Spanish (S-4), Indonesian (S-4)

Research/Teaching Interests: Ecological basis for sustainable natural forest management in the tropics; Fire ecology; Conservation biology; Experimental design

Courses: Forests, Climate Change, Conservation, and Development

Overseas Experience: Bolivia, Costa Rica, Ecuador, Panama, Peru, Mexico, Colombia

Selected Publications:

- 2013 Complexity confronting tropical silviculturalists. In C. Messier, K.J. Puettman, and K.D. Coates, eds., *Managing Forests as Complex Adaptive Systems; Building Resilience to the Challenge of Global Change*. New York: Earthscan, pp. 165-186.
- 2013 Certification of responsible natural forest management in Indonesia: Progress despite obstacles (with Ruslandi, A. Klassen, and C. Romero). *International Union of Forest Research Organizations*.
- 2012 Certified and uncertified logging concessions compared in Gabon: Changes in stand structure, tree species, and biomass (with V.P. Medjibe, and C. Romero). *Environmental Management*, 51: 524-540.
- 2012 Helping curb tropical forest degradation by linking REDD+ with other conservation interventions: A view from the forest (with C. Romero). *Current Opinion in Environmental Sustainability*, 4: 670-677.
- 2012 Cost comparisons of reduced-impact and conventional logging in the tropics (with V.P. Medjibe). *Journal of Forest Economics*, 18: 242-256.

Percentage of time devoted to LAS: 50%

Distinctions: Academy of Distinguished Teaching Scholars, UF; Senior Associate, Center for International Forestry Research (CIFOR); Visiting Professor, Rhodes University, South Africa, 2009

RHEINGANS, Richard

Year of Appointment: 2010

Title/Department: Associate Professor, Environmental and Global Health

Tenure Status: Tenure-track

Education: BA, Yale University, Political Science; MA, Yale University, International Relations, 1992; PhD, Yale University, Forestry and Environmental Studies

Research/Teaching Interests: Economics of infectious diseases and environmental health hazards in developing countries; Diarrheal disease and its prevention

Courses: Health and Development I; Health and Development II; Seminar in Environmental and Global Health

Selected Publications:

- 2013 The impact of a school-based hygiene, water treatment, and sanitation intervention on reinfection with soil transmitted helminths in western Kenya: a cluster-randomized trial (with M.C. Freeman, T. Clasen, S. Booker, and D. Akoko). *American Journal of Tropical Medicine and Hygiene*, in press.
- 2013 Pot chlorination of shallow wells in a peri-urban community in Kenya: An effectiveness trial (with K. Vandermeer, R. Drebelbis, and D.A. Okoko). *Journal of Water, Sanitation and Hygiene for Sustainable Development*, in press.
- 2013 Water, sanitation, and primary school attendance: a multi-level assessment of determinants of household reported absence in Kenya (with R. Drebelbis, L.E. Greene, M.C. Freeman, S. Saboori, and R. Chase). *International Journal of Educational Development*, 33(5): 457-465.
- 2012 Determinants of household costs associated childhood diarrhea in three South Asian settings (with M. Kukla, A.S.G. Faruque, D. Sur, A. Zaidi, D. Nasrin, T. Farag, M.M. Levine, and K.L. Kotloff). *Clinical Infectious Diseases*, 55(S4): S317-326.

Percentage of time devoted to LAS: 50%

Distinctions: International Educator of the Year, University of Florida, 2012

RISNER, Mary E.

Year of Appointment: 2000

Title/Department: Associate Director, Outreach and Latin American Business Program, Center for Latin American Studies

Tenure Status: Non-tenure track

Education: BA, Stetson University, Business Administration, 1987; MA, Bowling Green State University, Spanish, 1995; MA, University of Florida, Latin American Studies, 2001; Ed.D., University of Florida, Curriculum and Instruction, 2011

Languages: Spanish (S-4), Portuguese (S-3), French (S-3)

Research/Teaching Interests: Business Portuguese; Business Spanish; Latin American business and culture; E-learning and development of Latin American related content; Cross-cultural communication

Overseas Experience: Brazil, Mexico

Selected Publications/Presentations:

- 2012 The Study of Portuguese and Brazilian Culture in the Business Context. In M. Luna, ed., *Ensino de português nos Estados Unidos: história, desenvolvimento, perspectivas*.
- 2011 A community of practice of business and foreign language faculty. In M. Watson and C.P. Llantada, eds., *Specialized Languages in the Global Village*.
- 2010 Integrating Area Studies and Technology through Blended Learning in Two Florida School Districts. In D. Gibson and B. Dodge, eds., *Proceedings of the Society for Information Technology and Teacher Education International Conference*. Chesapeake, VA: AACE, pp. 3685-3688.

Percentage of time devoted to LAS: 100%

ROBERTS, Churchill

Year of Appointment: 1997

Title/Department: Professor, Telecommunication; Co-Director, The Documentary Institute

Tenure Status: Tenured

Education: PhD, University of Iowa

Research/Teaching Interests: Documentary film production, especially historical documentary

Courses: Advanced Writing for Electronic Media; Special Topics in Mass Communication; Documentary and Social Change

Selected Documentaries:

2011 "The Last Flight of Petr Ginz" (with S. Dickenson, C. Hill, and C. Pilson).

Percentage of time devoted to LAS: 25%

ROBERTS, T. Grady

Year of Appointment: 2011

Title/Department: Associate Professor, Agricultural Education and Communication

Tenure Status: Tenured

Education: BS, University of Florida, Agricultural and Extension Education, 1987; MAg, University of Florida, Agricultural Education and Communication, 2000; PhD, University of Florida, Agricultural Education and Communication, 2003

Languages: Spanish (S-2)

Research/Teaching Interests: Global education; Study abroad; Food security; Agricultural development

Courses: Teaching Methods in Agricultural Education; Delivering Educational Programs in Agricultural Settings; Study Abroad in Trinidad and Tobago

Overseas Experience: Belize, Costa Rica, Dominican Republic, Honduras, Ecuador, Trinidad and Tobago

Selected Publications:

- 2013 Competencies and Experiences Needed by Entry Level International Agricultural Development Practitioners (with N.W. Conner and A. Harder). *Journal of International Agricultural and Extension Education*, 20(1): 19-32.
- 2011 Identifying Best Practices for a Successful Study Abroad Program (with M.T. Rodriguez). *Journal of International Agricultural and Extension Education*, 18(1): 19-33.
- 2011 An Exploration of Reflection: Expression of Learning Style in an International Experiential Learning Context (with A.J. Lamm, K.J. Cannon, T. Irani, L. Snyder, J. Brendemuhl, and M.T. Rodriguez). *Journal of Agricultural Education*, 52(3): 122-135.
- 2011 Enhancing Student Cultural Awareness and International Engagement through an Agricultural Sustainability Course in Costa Rica (with L. Unruh-Snyder, A. J. Lamm, J. Brendemuhl, T. Irani, M.T. Rodriguez, and J. Navarro). *Journal of Natural Resources and Life Sciences Education*, 40(1): 191-198.

Percentage of time devoted to LAS: 25%

ROBINSON, Scott

Year of Appointment: 2003

Title/Department: Katharine Ordway Professor, Florida Museum of Natural History

Tenure Status: Tenured

Education: BA, Biology, Dartmouth College, 1978; PhD, Biology, Princeton University, 1984

Number of Theses Supervised During Past 5 Years: 10

Languages: Spanish (S-2)

Research/Teaching Interests: Ecology, behavior, and conservation of tropical birds

Field Research Experience: Brazil, Panama, Peru, Colombia

Selected Publications:

2012 Exploring the role of physiology and biotic interactions in determining elevational ranges of tropical animals (with J.E. Jankowski, G.A. Londono, and M.A. Chappell). *Ecography*, 35: 600-612.

2011 *Conservation of tropical birds* (with N.S. Sodhi, C.H. Sekercioglu, and J. Barlow). Wiley-Blackwell.

Percentage of time devoted to LAS: 25%

ROGAL, Maria

Year of Appointment: 2001

Title/Department: Associate Professor, School of Art & Art History

Tenure Status: Tenured

Education: BA, Villanova University, Political Science/History 1988; MFA, Virginia Commonwealth University, Design and Visual Communications, 1995

Number of MFA Creative Projects Supervised During Past 5 Years: 5

Languages: Spanish (S-5)

Research/Teaching Interests: Visual communication; Intercultural communication; Design and development

Overseas Experience: Mexico

Selected Publications:

2013 Walking in the City/Caminando en la Ciudad (with J. Chen). In *500 Handmade Books, Volume 2*. Asheville, NC: Lark Books, pp. 290

2012 Identity and Representation: (Yucatec) Maya in the Visual Culture of Tourism. *Latin American and Caribbean Ethnic Studies*, 7(1): 49–69.

2011 Positioning Communication Design. In Vulpinari, O., Sang-Sooi, A., and Bennett, A, eds., *ICOGRADA Design Education Manifesto*. Montréal: Icograda, pp.116–119.

Percentage of time devoted to LAS: 25%

ROMERO, Claudia

Year of Appointment: 2008

Title/Department: Courtesy Assistant Professor, Department of Biology

Tenure Status: Non-tenure track

Education: BSc, Universidad de los Andes, Bogotá, Colombia, Biology, 1984; MSc, University of Florida, Department of Botany, 1998; PhD, University of Florida, Botany, 2006.

Languages: Spanish (S-5), French (S-5), English (S-5), Italian (S-3), German (S-3)

Research/Teaching Interests: Economic incentives for tropical forests conservation; Climate change policies as related to tropical forests; Agent-based models for policy design; Evaluation of conservation interventions.

Courses: Basic Economics for Ecologists; Climate Change Policies and Tropical Forests Conservation

Overseas Experience: Colombia, Peru, Costa Rica, South Africa, Zimbabwe, Indonesia, Malaysia.

Selected Publications:

- 2013 Approaches to Measuring the Conservation Impact of Forest Management Certification (with T. Castén). Working Document. Washington D.C.: PROFOR-World Bank.
- 2013 Certified and uncertified logging concessions compared in Gabon: changes in stand structure, tree species, and biomass (with V. Medjibe and F.E. Putz). *Environmental Management*, 51: 524-540.
- 2012 Helping curb tropical forest degradation by linking REDD+ with other conservation interventions: a view from the forest (with F.E. Putz). *Current Opinion in Environmental Sustainability*, 4: 670-677.
- 2012 Conservation and development in Latin America and southern Africa: setting the stage (with S. Athayde, J-G. Collomb, M. diGiano, M. Schmink, S. Schramski, and L. Seales). *Ecology and Society*, 17(2): 17.
- 2011 Building interdisciplinary frameworks: The Importance of Institutions, Scale, and Politics. Proceedings of the National Academy of Sciences (with A. Agrawal). Proceedings of the National Academy of Sciences, 108(23): E196.

Percentage of time devoted to LAS: 25%

ROSENBERG, Leah

Year of Appointment: 2001

Title/Department: Associate Professor, Department of English

Tenure Status: Tenure-track

Education: BA, Johns Hopkins, Classics, 1986; MFA, Brooklyn College, Creative Writing, 1991; PhD, Cornell University, Comparative Literature, 2000

Number of Theses Supervised during Past 5 Years: 7

Languages: French (S-2), German (S-2), Spanish (S-1)

Research/Teaching Interests: Anglophone Caribbean literature and history; Digital humanities

Courses: Surveys of Caribbean literature (1800-2000s); Tourism and Caribbean Culture; Caribbean Cultural Studies and Digital Humanities; Comparative U.S. and Caribbean Literature.

Overseas Experience: Jamaica, Trinidad

Selected Publications:

- 2012 "Watch How Dem Touris' Like Fe Look": Tourist Photography and Claude McKay's Jamaica. In K. Beckman and L. Weissberg, eds., *On Writing and Photography*. Minneapolis: University of Minnesota Press, pp. 41-68.
- 2011 Anglophone Caribbean Literature and the Canon. In A. Donnell and M. Bucknor, eds., *The Routledge Companion to Anglophone Caribbean Literature*, pp. 347-355.
- 2011 The Audacity of Faith: *Creole Recitations Explained*. Book Discussion of *Creole Recitations: John Jacob Thomas and Colonial Formation in the Late Nineteenth Century Caribbean*, Faith Smith (2002). *Small Axe*, 35: 164-173.
- 2010 The New Woman and 'The Dusky Strand': The Place of Feminism and Women's Literature in Early Jamaican Nationalism. *Feminist Review*, 95(1): 45-63.
- 2010 Tourism and the Birth of Jamaican Literature. *Jamaica Journal*, 32(3): 46-51.

Percentage of time devoted to LAS: 75%

Distinctions: Fellow, National Humanities Center, 2010-2013; Excellence Award for Digital Humanities, the Digital Library of the Caribbean, 2011

ROYCE, Frederick S.

Year of Appointment: 1994

Title/Department: Assistant In, Agricultural and Biological Engineering

Tenure Status: Non-tenure track

Education: BS, University of Florida, Agricultural Operations Management, 1994; MS, University of Florida, Agricultural and Biological Engineering, 1996; PhD, University of Florida, Agricultural and Biological Engineering, 2002

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-3)

Research/Teaching Interests: Agricultural cooperatives; Agrarian reform; Rural social movements; Cuban agriculture; On-farm uses of computer-based information technologies including climate prediction

Courses: Agricultural Cooperatives in Latin America; Cuban Agriculture

Overseas Experience: Argentina, Brazil, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Nicaragua, Venezuela

Selected Publications:

2009 *Rural Social Movements in Latin America: Alternative Visions for Sustainable Livelihoods* (with C.D. Deere, eds.). Gainesville, FL: University Press of Florida.

Percentage of time devoted to LAS: 50%

RUPPERT, Thomas K.

Year of Appointment: 2007

Title/Department: Assistant In, Environmental Law, Agricultural and Biological Engineering

Tenure Status: Non-tenure track

Education: BA, Southwest Minnesota State University, Literature and Philosophy, 1995; JD, University of Florida, 2003

Languages: Spanish (S-3)

Research/Teaching Interests: Property/land tenure regimes; Human rights; Water quality; Sea-level rise; Coastal law and policy

Overseas Experience: Panama, Guatemala, Costa Rica, Brazil, Colombia

Selected Publications:

2013 Drowning in Place: Local Government Costs and Liabilities for Flooding Due to Sea-level Rise (with C. Grimm). *Florida Bar Journal*, 87(9): 29.

2011 Reasonable Investment-Backed Expectations: Should Notice of Rising Seas Lead to Falling Expectations for Coastal Property Purchasers? *Journal of Land Use and Environmental Law*, 26(2): 239-277.

Percentage of time devoted to LAS: 25%

SAMPAIO, Patricia

Year of Appointment: 2006

Title/Department: Program Coordinator, Tropical Conservation and Development Program

Tenure Status: Non-tenure track

Education: BS, Federal University of Rio de Janeiro, Biology, 1992; MS, University of São Paulo, Ecology, 1997

Languages: Portuguese (S-5), Spanish (S-2)

Research/Teaching Interests: Tropical conservation and development

Overseas Experience: Brazil

Selected Publications:

- 2012 O futuro da Amazônia: Modelos para prever as consequências da infraestrutura futura nos planos plurianuais (with P.M. Fearnside, W.F. Laurance, M.A. Cochrane, S. Bergen, C. Barber, S. D'Angelo & T. Fernandes). *Novos Cadernos NAEA*, 15(1): 25-52.

Percentage of time devoted to LAS: 100%

SARGENT, Steven Alonzo

Year of Appointment: 1987

Title/Department: Professor, Horticultural Sciences

Tenure Status: Tenured

Education: BS, Michigan State University, Horticulture, 1976; MS, Michigan State University, Horticulture, 1979; PhD, Michigan State University, Agricultural Engineering Technology, 1984

Number of Theses Supervised During Past 5 Years: 18

Languages: Portuguese (S-5), Spanish (S-4)

Research/Teaching Interests: Postharvest methods and technologies of fresh fruits and vegetables for local, domestic and export markets

Overseas Experience: Brazil, Mozambique, Mexico, Central America, Peru, Ecuador, Guatemala, South Korea, Thailand, China

Selected Publications:

- 2013 Ripening and sensory analysis of Guatemalan-West Indian hybrid avocado following ethylene pretreatment and/or exposure to gaseous or aqueous 1-methylcyclopropene (with M.E.C. Pereira, C.A. Sims, D.J. Huber, J.H. Crane and J.K. Brecht). *Postharvest Biology and Technology*, 80: 37-46.
- 2013 Ethylene-induced overproduction of reactive oxygen species is responsible for the development of watersoaking in immature cucumber fruit (with B.M. Hurr, D.J. Huber, C.E. Vallejos, and E. Lee). *Journal of Plant Physiology*, 170(2013): 56-62.
- 2013 Improving Marketable Quality of Tomato: a Simulation of Shipping Conditions in Ghana (with I. Sugri, F. Kusi, A.D. Berry, R.A.L. Kanton and W. Pelletier). *American Journal of Experimental Agriculture*, 3(2): 392-402.
- 2011 Classification of impacted blueberries during storage using an electronic nose (with N. Demir, A.C.O. Ferraz, and M.O. Balaban). *Journal of Science of Food & Agriculture*, 91:1722-1727.

Percentage of time devoted to LAS: 25%

Distinctions: Researcher of the Year, Florida Fruit & Vegetable Association, 2011

SARTAIN, Jerry B.

Year of Appointment: 1974

Title/Department: Professor Emeritus, Soil and Water Science

Tenure Status: Tenured

Education: BS, Mississippi State University, Agronomy-Soils; MS, Mississippi State University, Agronomy (Soil Fertility); PhD, North Carolina State University, Soil Fertility

Languages: Spanish (S-3)

Courses: Soil Fertility; Environmental Nutrient Management

Overseas Experience: Costa Rica, Brazil, Honduras, Ecuador, Dominican Republic

Selected Publications:

- 2011 Urban Water Quality and Fertilizer Ordinances: Avoiding Unintended Consequences: A Review of the Scientific Literature (with G. Hochmuth, T. Nell, J.B. Unruh, C. Martinez, L. Trenholm, and J. Cisar. Soil and Water Science Department, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, pp. 1-31.
- 2011 Incorporation of Municipal Biosolids Affects Organic Nitrogen Mineralization and Elephantgrass Biomass Production (with M.S. Castillo, L.E. Sollenberger, J.M.B. Vendramini, K.R. Woodard, G.A. O'Connor, and M.L. Silveira). *Agronomy Journal*, 103: 899-905.

Percentage of time devoted to LAS: 25%

SCHMINK, Marianne

Year of Appointment: 1979

Title/Department: Professor, Latin American Studies

Tenure Status: Tenured

Education: BA, University of Michigan, Anthropology, 1971; PhD, University of Texas, Anthropology, 1979

Number of Theses Supervised During Past 5 Years: 85

Languages: Portuguese (S-5), Spanish (S-4)

Research/Teaching Interests: Anthropology and development of Latin America; Tropical resource management; Gender; Conservation and development; Amazonia

Courses: Anthropology of Development in Latin America; Community Forest Management; The Amazon

Overseas Experience: Brazil

Selected Publications:

- 2012 *Amazonian Geographies: Emerging Identities and Landscapes* (with J. Vadjunec). London and New York: Routledge. Also published as a special issue of *Journal of Cultural Geography*.
- 2012 Conservation and development in Latin America and Southern Africa: Setting the stage (with C. Romero, S. Athayde, J.-G.E. Collomb, M. DiGiano, S. Schramski, and L. Seales). *Ecology and Society*, 17(2): 17.
- 2011 Contemporary Debates on Ecology, Culture and Society (with J. Jouve-Martin). Special Issue of *Latin American Research Review*, pp. 46.
- 2011 Forest citizens: Changing life conditions and social identities in the land of the rubber tappers. *Latin American Research Review*, 46: 141-158.
- 2011 Rubber tapper citizens: Emerging places, policies, and shifting identities in Acre, Brazil (with J. Vadjunec and C.V. Gomes). *Journal of Cultural Geography*, 28(1): 73-98.
- 2009 *Rio Branco: Cidade da Florestania* (with M. Lima Cordeiro). Belém and Rio Branco, Brazil: Federal University of Pará and Federal University of Acre.

Percentage of time devoted to LAS: 100%

Distinctions: Recipient, Chico Mendes Florestania Prize, Government of Acre, Brazil, 2010; UF Distinguished Alumni Award Finalist, 2009; Lifetime Member, UF Academy of Distinguished Teaching Scholars, 2009

SIEVING, Kathryn E.

Year of Appointment: 1997

Title/Department: Professor, Wildlife Ecology and Conservation

Tenure Status: Tenured

Education: BS, University of California, Davis, Wildlife Biology, 1982; PhD, University of Illinois, Urbana, Ecology, 1991

Number of Theses Supervised During Past 5 Years: 17

Languages: Spanish (S-2)

Research/Teaching Interests: Research design; Biodiversity conservation; Behavioral landscape ecology

Overseas Experience: Brazil, Chile, Argentina, Costa Rica, Panama, Peru, Thailand, Sri Lanka, India

Selected Publications:

- 2013 Too risky to settle: Avian community structure changes in response to perceived predation risk to offspring and adults (with F. Hua, R.J. Fletcher, and R.M. Dorazio). *Proceedings Royal Society B*, forthcoming.
- 2012 Can focal species planning for landscape connectivity meet the needs of South American temperate rainforest endemics? (with T.M.D. Castellón). *Natural Areas Journal*, 32: 316–324.
- 2012 A field experiment links forest structure and biodiversity: epiphytes enhance canopy invertebrates in Chilean forests (with I.A. Díaz, M. Peña-Foxon, and J.J. Armesto). *Ecosphere*, 3: art5.
- 2012 Domestic dogs shape the landscape-scale distribution of a threatened forest ungulate (with E.A. Silva-Rodriguez). *Biological Conservation*, 150(2012): 103-110.
- 2011 How the care of domestic carnivores influence their predation on wildlife in Southern Chile (with E.A. Silva Rodriguez). *Conservation Biology*, 25(4): 808 - 815.

Percentage of time devoted to LAS: 50%

Distinctions: Co-organized symposium on Landscape Ecology and Conservation at XCIMFAUNA meeting, 2012; Invited instructor of Research Design in Conservation Biology (Peradenya University, Sri Lanka; U Federal do Acre, Brasil; OTS, Costa Rica; INTA, Argentina).

SMITH, Nigel J. H.

Year of Appointment: 1981

Title/Department: Professor, Geography

Tenure Status: Tenured

Education: BA, University of California, Berkeley, Geography, 1971; MA, University of California, Berkeley, Geography, 1973; PhD, University of California, Berkeley, Geography, 1976

Number of theses supervised during past 5 years: 2

Languages: Portuguese (S-4), Spanish (S-3), French (S-3)

Research/Teaching Interests: Conservation and utilization of plant genetic resources; Agroforestry; Dynamics of land use in the humid tropics; Ethnobotany

Courses: Amazonia; Geography of Crop Plants; Plants, Health, and Spirituality

Overseas Experience: Bolivia, Brazil, Costa Rica, Mexico, Peru

Percentage of time devoted to LAS: 100%

SOKOL, D. Daniel

Year of Appointment: 2008

Title/Department: Associate Professor, Law

Tenure Status: Tenure-track

Education: BA, Amherst College, History and Political Science, 1996; MSt, University of Oxford, Modern History, 1997; JD, University of Chicago, 2001; LLM, University of Wisconsin, 2007

Languages: Spanish (S-4), Portuguese (S-1)

Research/Teaching Interests: Antitrust; Economic development; Corporate law and governance; Law and entrepreneurship

Courses: Latin American Antitrust; Comparative Corporate Scandals

Overseas Experience: Argentina, Brazil, Chile, El Salvador, Panama, Peru

Selected Publications:

- 2013 *Competition Law and Development* (with T. Cheng and I. Lianos, eds.). Stanford University Press, forthcoming.
- 2013 Compliance, Detection, and Mergers and Acquisitions (with V. Ghosal). *Managerial and Decision Economics*, forthcoming.
- 2013 Understanding Corporate Compliance and Wrongdoing in Interdisciplinary Context. *Managerial and Decision Economics*, forthcoming.
- 2013 Welfare Standards in U.S. and EU Antitrust Enforcement (with R. Blair). *Fordham Law Review*, 81: 2497-2551.
- 2012 *The Global Limits of Competition* (with I. Lianos, eds.). Stanford University Press.
- 2012 The Rule of Reason and the Goals of Antitrust: An Economic Approach (with R. Blair). *Antitrust Law Journal*, 78: 471-504.
- 2012 Cartels, Corporate Compliance and What Practitioners Really Think About Enforcement. *Antitrust Law Journal*, 78: 201-238.

Percentage of time devoted to LAS: 50%

Distinctions: Chair Elect of the American Association of Law Schools Section on Antitrust and Economic Regulation, 2013; Chair of Law Professors' Committee of the Hispanic National Bar Association, 2013;

SOLLENBERGER, Lynn E.

Year of Appointment: 1985

Title/Department: Professor and Associate Chair, Agronomy

Tenure Status: Tenured

Education: BA, Messiah College, Biology, 1979; MS, Pennsylvania State University, Agronomy, 1981; PhD, University of Florida, Agronomy, 1985

Number of Theses Supervised During Past 5 Years: 31

Languages: Spanish (S-1)

Research/Teaching Interests: Ecology, management, and utilization of warm-climate grasslands

Overseas Experience: Brazil, Jamaica, Mexico, Argentina

Selected Publications:

- 2012 Alternative sources of nutrients for the production of lignocellulosic bio-energy crops (with M.S. Castillo, J.E. Erickson, C. Na, and J.R. Fedenko). In *Sustainable Energy World Congress Abstracts*. Quito, Ecuador: Nordic-Ecuadorian Chamber of Commerce.
- 2012 Prescribed grazing on pasturelands (with C.T. Agouridis, E.S. Vanzant, A.J. Franzluebbers, and L.B. Owens). In C.J. Nelson, ed., *Conservation outcomes from pastureland and hayland practices: Assessment, recommendations, and knowledge gaps*. Lawrence, KS: Allen Press, pp. 111-204.
- 2010 Grazing management under subtropical conditions (with E.S. Vanzant). In O.G. Pereira et al., eds., *5th Symposium on Strategic Management of Pasture and 3rd International Symposium on Animal Production Under Grazing*. Viçosa, Brazil: pp. 41-67.

Percentage of time devoted to LAS: 25%

Distinctions: 2012 Gamma Sigma Delta International Award for Distinguished Service to Agriculture, 2012; University of Florida Research Foundation Professor, 2012; Gamma Sigma Delta Senior Faculty Award of Merit, 2010

SORBILLE, Martín

Year of Appointment: 2004

Title/Department: Associate Professor, Spanish and Portuguese Studies

Tenure Status: Tenured

Education: BA, California State University at Fullerton, Economics, International Business, Spanish Linguistics and Hispanic Literatures, 1992; MA, University of California Los Angeles, Spanish-American Literature, 1995; PhD, University of California Los Angeles, Hispanic Languages and Literatures, 2004

Number of Theses Supervised During Past 5 Years: 10

Languages: Spanish (S-5), Portuguese (S-3), French (S-1)

Research/Teaching Interests: 19th/ 20th Centuries Southern Cone literature and culture; Spanish-American film studies; Psychoanalytic theory; Critical theory

Courses: Latin American Film; Spanish-American Narrative

Overseas Experience: Argentina

Selected Publications:

2011 No hay relación sexual: la voz *qua* angustia en Cartas a un amigo. *Revista Iberoamericana*, LXXVII(236-237): 953-974.

2010 *El fantasma de Esteban Echeverría en los orígenes de la modernidad argentina: escenas y proyecciones sadomasoquistas*. Buenos Aires: Editorial Biblos (Colección Teoría y Crítica).

2010 Cartas a un amigo: una construcción de la retrofundación psíquica de su autor. Texto crítico. *Veracruz: Universidad veracruzana*, 27(2): 7-37.

2009 Fantasma, castración y síntoma: escenas y proyecciones de Esteban Echeverría en 'El [su] matadero'. *Revista de Estudios Hispánicos*, XLII(3): 471-500.

2009 Rosas *qua objet petit a*: la omnipotencia de su voz-superyó y mirada en 'El matadero' de Esteban Echeverría. *Revista de Literatura Latinoamericana*, 38(2): 94-112.

Percentage of time devoted to LAS: 100%

SOTELO, Clara

Year of Appointment: 2003

Title/Department: Spanish Lecturer, Spanish and Portuguese Studies

Tenure Status: Non-tenure track

Education: BA, Universidad Pedagógica Nacional de Bogotá, Foreign Language and Literatures, 1979; MA, University of Florida, Latin American Studies, 1988; PhD, University of Florida, Romance Language and Literatures, 1996

Number of Theses Supervised During Past 5 Years:

Languages: Spanish (S-5), Portuguese (S-3), French (S-3), Italian (S-3)

Research/Teaching Interests: Diaspora in Hispanic America

Courses: Advanced Composition and Syntax; Spanish Grammar and Composition I Honors; Spanish Grammar and Composition II; Intro to Hispanic American Literature I: Discovery to Independence; Intro to Hispanic American Literature II: Independence to Present; Elementary Spanish: Review and Progress

Overseas Experience: Columbia

Selected Publications:

2009 *Mujer de palabra*. Editorial Códice, Bogotá, Columbia.

Percentage of time devoted to LAS: 50%

SOUTHWORTH, Jane

Year of Appointment: 2002

Title/Department: Professor, Geography

Tenure Status: Tenured

Education: BS, Leicester University, Physical Geography, 1992; MA, Indiana University, Meteorology & Climatology, 1996; PhD, Indiana University, Environmental Science, 2000

Number of Theses Supervised During Past 5 Years: 10

Research/Teaching Interests: Remote sensing of land use, land cover change, and land change modeling; Scale and scaling in remote sensing and modeling analyses; People and parks, climate variability and climate change, coupled social-ecological systems

Courses: Land Use and Land Cover Change

Overseas Experience: Honduras, Mexico, Costa Rica, Brazil, Bolivia, Peru, Argentina

Selected Publications:

- 2013 Mapping fractality during the process of deforestation in an Amazon tri-national frontier (with J. Sun, Z. Huang, and Y. Qiu). *Remote Sensing Letters*, 4(6): 589-598.
- 2013 Trans-boundary Infrastructure and Land Cover Change: Highway Paving and Community-level Deforestation in a Tri-national Frontier in the Amazon Land Use Policy (with S. Perz, Y. Qiu, Y. Xia, J. Sun, M. Marsik, K. Rocha, V. Passos, D. Rojas, G. Alarcon, G. Barnes, and C. Baraloto). *Land Use Policy*, 34: 27-41.
- 2013 Remote sensing-based fractal analysis and scale dependence associated with forest fragmentation in an Amazon tri-national frontier (with J. Sun). *Remote Sensing*, 5(2): 454-472.
- 2012 The role of private lands for conservation: Land cover change analysis in the Calgenal savanna ecosystem, Argentina (with M. Gonzalez-Roglich, and L.C. Branch). *Applied Geography*, 34: 281-288.
- 2012 Spatial complexity in fragmenting Amazonian rainforests: Do feedbacks from edge effects push forests towards an ecological threshold? (with G.S. Cumming, X.J. Rondon, and M. Marsik). *Ecological Complexity*, 11: 67-74.

Percentage of time devoted to LAS: 50%

SPREEN, Thomas H.

Year of Appointment: 1977

Title/Department: Professor Emeritus, Food and Resource Economics

Tenure Status: Tenured

Education: BS, Purdue University, Mathematics and Statistics, 1973; MS, Purdue University, Applied Statistics, 1974; PhD, Purdue University, Agricultural Economics, 1977

Research/Teaching Interests: Application of quantitative in the agricultural sector; Analysis of public policy issues; Identification of the structure of agricultural markets

Overseas Experience: Belize, Brazil, Cuba, Dominica, Mexico

Selected Publications:

- 2013 French Consumer Perception, Preference of, and Willingness to Pay for Fresh Fruit Based on Country of Origin (with Z. Gao, S. Wong, and L.A. House). *British Food Journal*, forthcoming.
- 2013 A Framework for Determining when a Perennial Crop is No Longer Profitable after a Disease Outbreak (with M. Mosquera, K.A. Grogan, and E. Evans). *Theoretical Economic Letters*, 3(3): 171-181.
- 2013 The US Food Safety Modernization Act: Implications for Caribbean Exporters (with M. Mosquera, E. Evans, and L. Walters). *Social and Economic Studies*, 62: 151-76.
- 2012 Global Warming Impact of Florida's Not-From-Concentrate (NFC) Orange Juice (P. Dwivedi, and R. Goodrich-Schneider). *Agricultural Systems*, 108: 104-11.
- 2011 Consumer Preference for Mandarins: Implications of a Sensory Analysis (with L.A. House, Z. Gao, F.G. Gmitter, Jr., M.F. Walim, A. Plotto, and E.A. Baldwin). *Agribusiness: An International Journal*, 27(4): 450-64.
- 2011 An Update on the Consequences of EU Sugar Reform (with S. Moyo). *International Journal on Food System Dynamics*, 2: 67-76.

Percentage of time devoted to LAS: 25%

STACCIARINI, Jeanne-Marie R.

Year of Appointment: 2006

Title/Department: Associate Professor, Nursing

Tenure Status: Tenure-track

Education: BS, Catholic University of Goiás, Nursing, 1985; MS, University of São Paulo, Psychiatric Nursing and Mental Health, 1991; PhD, University of Brasília, Psychology, 1999

Number of Theses Supervised During Past 5 Years: 8

Languages: Portuguese (S-5), Spanish (S-4)

Research/Teaching Interests: Mental health among low income Latinos; Community-based participatory research; Social isolation among rural Latinos

Overseas Experience: Brazil, Mexico

Selected Publications:

- 2012 *Promotoras in Mental Health: A Review of English, Spanish, and Portuguese Literature. Special issue on Lay Health Workers. Family & Community Health*, 35(2): 92-102.
- 2010 Review: Community-based Participatory Research Approach to Address Mental Health in Minority Populations (With M.M. Shattell, M.C. Madden, B. Wiens). *Community Mental Health Journal*, 47(5): 489-497.
- 2010 A Review of Community-Based Participatory Research: Promising Approach to Address Depression among Latinos? *Issues in Mental Health Nursing*, 30(12): 751-757.

Percentage of time devoted to LAS: 25%

Distinctions: College of Nursing Teacher of the Year, University of Florida, 2012-2013; Award for Research in Minority Health by the Southern Nursing Research Society, 2012; International Educator of the Year, College of Nursing (junior faculty) – In recognition of contributions to the Internationalization of the UF (Nov/2011)

STANFIELD-MAZZI, Maya

Year of Appointment: 2008

Title/Department: Assistant Professor, Art and Art History

Tenure Status: Tenure-track

Education: BA, Smith College, Latin American Studies, 1994; MA, University of California Los Angeles, Art History, 2001; PhD, University of California Los Angeles, Art History, 2006

Number of Theses Supervised During Past 5 Years: 4

Languages: Spanish (S-5), French (S-2), Quechua (S-2), Portuguese (S-2), Latin (S-2)

Research/Teaching Interests: Pre-Columbian and colonial art of Latin America, Religious art; Textiles, painting, and sculpture

Courses: Ancient Andean Art; Mesoamerican Art; Colonial Art of New Spain; Colonial Andean Art; Modern Latin American Art; Pre-Columbian Art Seminar; Colonial Latin American Art Seminar; UF Scholars in Peru

Overseas Experience: Peru, Bolivia, Ecuador, Panama, Canada, Spain

Selected Publications:

- 2013 *Object and Apparition: Envisioning the Christian Divine in the Colonial Andes*. Tucson: University of Arizona Press, forthcoming.
- 2011 The Development of Painting in Peru 1520–1820. *Oxford Bibliographies Online: Latin American Studies*.
- 2011 Textile Traditions of the Andes. *Oxford Bibliographies Online: Latin American Studies*.
- 2011 Cult, Countenance, and Community: Donor Portraits from the Colonial Andes. *Religion and the Arts*, 15(4): 429-459.
- 2009 The Possessor's Agency: Art Collecting in the Colonial Andes. *Colonial Latin American Review*, 18(3): 339-364.
- 2009 Review of *Art and Architecture of Viceroyal Latin America, 1521-1821*, by Kelly Donahue-Wallace, in *The Americas (Academy of American Franciscan History)*, 65(3): 416-418.

Percentage of time devoted to LAS: 100%

Distinctions: College of Fine Arts Nominee, UF Provost's Award for Research Excellence; UF Faculty Enhancement Opportunity Award Recipient, Summer 2012; UF College of Fine Arts Scholarship Enhancement Fund Award Recipient, 2011–12, 2010, 2009.

STEPP, John Richard

Year of Appointment: 2002

Title/Department: Associate Professor, Center for Latin American Studies and Department of Anthropology

Tenure Status: Tenured

Education: PhD, University of Georgia, Anthropology, 2002

Number of Theses Supervised During Past 5 Years: 34

Languages: Spanish (S-3), Tzeltal Maya (S-2)

Research/Teaching Interests: Ethnobiology; Ecological anthropology; Medical anthropology; Tropical conservation and development.

Overseas Experience: Mexico, Belize, Ecuador, Chile

Selected Publications:

- 2013 Chapter 19: Emergent Risks and Key Vulnerabilities. In *Fifth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge: Cambridge University Press, forthcoming.
- 2013 Towards a Mechanistic Understanding of Patterns in Linguistic Diversity (with M. Gavin et al.). *BioScience*, 63(7): 524-535.
- 2012 The Application of Cognitive Ethnobiology to Environmental Education (with J. Nolan). In H. Kopina, ed., *Anthropology of Environmental Education*. New York: Nova Publications.
- 2012 Human Languages and Biodiversity. In M.C. Robbins and J.M. Nolan, eds., Chapter 10: Language and Culture of *Think Cultural Anthropology*. Upper Saddle River: Pearson Education.
- 2012 Distribution of Herbal Remedy Knowledge in Tabi, Yucatan, Mexico (with A. Hopkins). *Economic Botany*, 66(3): 249-254.

Percentage of time devoted to LAS: 75%

STONER, Kristen

Year of Appointment: 2002

Title/Department: Associate Professor, Music

Tenure Status: Tenured

Education: BA, University of Texas, Austin, Music, 1995; Master of Music, University of Cincinnati, Flute Performance, 1997; Doctor of Musical Arts, University of Cincinnati, Flute Performance, 2000

Number of Theses Supervised During Past 5 Years: 6

Languages: French (S-2), Spanish (S-2)

Research/Teaching Interests: Popular and classical flute music of Latin America and the Caribbean

Overseas Experience: Argentina, Chile, Ecuador, Brazil, Peru

Selected Recitals:

- 2013 Choros No. 2 by Heitor Villa-Lobos, National Flute Association Convention, New Orleans, LA.
- 2013 Solo Concerto with orchestra and two recitals, Festival Internacional de Flautistas, Lima, Peru.
- 2012 Solo Faculty Recital, Piazzolla's L'Histoire du Tango for flute and guitar, University of Florida.
- 2011 Chamber Music Performances tour: Tatui, UNICAMP, and Campos do Jordao, Brazil.

Percentage of time devoted to LAS: 50%

SWISHER, Marilyn E.

Year of Appointment: 1988

Title/Department: Associate Professor, Family, Youth, and Community Sciences

Tenure Status: Tenured

Education: BA, Eastern University, Geography, 1972; MS, Wayne State University, Geography and Biology, 1975; PhD, University of Florida, Geography and Soil Science, 1982

Number of Theses Supervised During Past 5 Years: 28

Languages: Spanish (S-4), Portuguese (S-2), French (S-3)

Research/Teaching Interests: Community development; Food systems; Sustainable agriculture

Overseas Experience: Costa Rica, Haiti, Honduras, Democratic Republic of the Congo, Uganda

Selected Publications:

- 2013 Factors related to farmers' preferences to decrease Monk Parakeet damage to crops (with S.B. Canavelli, and L.C. Branch). *Human Dimensions of Wildlife: An International Journal*, 18(2): 124-137.
- 2012 A new look at farmers' markets: Consumer knowledge and loyalty (with Z. Gao, and X. Zhao). *HortScience*, 47(8): 1-6.
- 2011 Gender role disruption and marital satisfaction among wives of Chinese international Students (with J. Zhang, S. Smith, and F. Danling). *Journal of Comparative Family Studies*, 42(4): 523-542.
- 2009 Knowledge levels regarding the concept of community food security among Florida Extension agents (with A.E. Lutza, and N.T. Place). *Journal of Extension*, 47(4).

Percentage of time devoted to LAS: 25%

THAPA, Brijesh

Year of Appointment: 2000

Title/Department: Associate Professor, Tourism, Recreation and Sport Management; Director, Eric Friedheim Tourism Institute

Tenure Status: Tenured

Education: BS, West Liberty University, Business Administration, 1994; MS, Pennsylvania State University, Recreation, Parks and Tourism Management, 1996; PhD, Pennsylvania State University, Recreation, Parks and Tourism Management, 2000

Number of Theses Supervised During Past 5 Years: 6

Research/Teaching Interests: People, parks and protected areas management; World Heritage Sites and tourism management; Tourist behaviors and impacts; Ecotourism and cultural heritage tourism

Courses: Ecotourism; Heritage Tourism

Overseas Experience: Barbados, Belize, Brazil, Costa Rica, Dominica, Mexico, Panama, Peru, St. Lucia, Suriname, Trinidad and Tobago

Selected Publications:

- 2013 Motives, facilitators, and constraints of environmental management in the Caribbean accommodations sector (with M. Best). *Journal of Cleaner Production*, 52: 165-175.
- 2013 The politics of World Heritage: A case study of the Pitons Management Area, St. Lucia (with L. Nicholas). *Journal of Heritage Tourism*, 8(1): 37-48.
- 2011 Environmental management in the Caribbean accommodations sector (with M. Best). *Tourism: An International Interdisciplinary Journal*, 59(2): 145-168.
- 2010 Visitor perspectives on sustainable tourism development in the Pitons Management Area World Heritage Site, St. Lucia (with L. Nicholas). *Environment, Development and Sustainability*, 12(5): 839-857.
- 2009 Attitudes and perceptions of indigenous fishermen towards marine resource management in Kuna Yala, Panama (with S. Hoehn). *International Journal of Sustainable Development & World Ecology*, 16(6): 427-437.

Percentage of time devoted to LAS: 25%

Distinctions: International Educator of the Year Award, University of Florida, 2011; Outstanding Alumni Award, Department of Recreation, Parks and Tourism Management, Pennsylvania State University, 2009

THURNER, Mark

Year of Appointment: 1993

Title/Department: Professor, History

Tenure status: Tenured

Education: BA, Beloit College, 1981; MA, University of Wisconsin-Madison, 1987; PhD, University of Wisconsin-Madison, Anthropology, 1993

Number of Theses Supervised During Past 5 Years: 12

Languages: Spanish (S-4), Quechua (S-3)

Research/Teaching Interests: Postcolonial Latin American history; Andean studies; Postcolonial studies; Nationalism; Historiography; Historical anthropology; Museum studies

Courses: Andean Nations; Modern Mexico; Emergence of Latin American Nations; Contemporary Latin American History; Revolution in the Americas; Seminar on Postcolonial Spanish America; Topics in Latin American History;

Overseas Experience: Argentina, Chile, Bolivia, Costa Rica, Nicaragua, Ecuador, Mexico, Peru

Selected Publications:

2012 *El nombre del abismo: meditaciones sobre la historia de la historia*. Lima: Instituto de Estudios Peruanos.

2011 *History's Peru: The Poetics of Colonial and Postcolonial Historiography*. Gainesville: University Press of Florida.

2010 Indios republicanos: Acerca de la posibilidad conceptual de una 'historia republicana' en las Américas. In R. Forte and N. Silva, eds., *Tradición y modernidad en la historia de la cultura política*. Mexico City: Universidad Autónoma Metropolitana de México, pp. 159-194.

2009 The Founding Abyss of Colonial History, or 'The Origin and Principle of the Name of Peru.' *History and Theory*, 48: 44-62.

Percentage of time devoted to LAS: 100%

TILSON, William

Year of Appointment: 1980

Title/Department: Assistant Dean and Professor, Design, Construction and Planning

Tenure Status: Tenured

Education: BArch, Virginia Polytechnic Institute and State University, 1973; MArch, Virginia Polytechnic Institute and State University, Architecture, 1975

Number of Theses Supervised During Past 5 Years: 30

Languages: Spanish (S-3)

Research/Teaching Interests: Historic preservation in the Caribbean and Latin America; Post-colonial building practices in historic seacoast and rural communities; Impact of electronic apparatus on urban identity

Courses: Architecture in Guadalajara

Overseas Experience: Barbados, Dominican Republic, Guatemala, Jamaica, Mexico

Selected Publications and Presentations:

2013 The Garden in the Machine: The role of Nature in Urban Place Making. Center for Urban Greenery and Ecology, Singapore.

2013 Best Practices in Sustainable Design. American Institute for Indonesian Studies, Jakarta, Indonesia.

2012 Preservation and the Sustainability Movement. Tongji University, Shanghai, China.

2010 World Class Housing Design on an Affordable Budget. Housing Development Authority, Singapore,

2009 Urban Planning and Design Research Project Interstate 4 Bridge District Opportunity Assessment and Place making Initiative-Downtown Orlando, Florida-City of Orlando.

Percentage of time devoted to LAS: 25%

TORRES-ANTONINI, Maruja

Year of Appointment: 2006

Title/Department: Associate Professor, Interior Design; Affiliate Faculty, Sustainability in the Built Environment

Tenure Status: Tenure-track

Education: Arquitecto, Universidad Simón Bolívar, Caracas, Venezuela, 1977; March, University of California, Berkeley, 1982; PhD, Design, Construction and Planning, University of Florida, 2001

Number of Theses Supervised During Past 5 Years: 12

Languages: Spanish (S-5), French (S-3)

Research/Teaching Interests: Sustainability in the built environment; Sustainability education; Green design; Interior design

Overseas Experience: Venezuela

Selected Publications:

- 2013 Greening the campus through research-to-practice: A case study in experiential education (with P.-J.N. Driza). *Journal of Sustainability Education*, forthcoming.
- 2013 Building the future: The Solar Decathlon as education for future sustainability leadership. *Sustainability*, 6(1): 48-56.
- 2013 Creative Collision Spaces - School of Art + Art History University of Florida (with J. Emminger, E. Calienes, and M. Torres-Antonini). Pre-design study report. Gainesville, Florida: University of Florida.
- 2012 Greener Child Care: Parents' Pro-environmental Values, Beliefs, Behaviors and Knowledge and Their Child Care Preferences (with Z. Vatrlova). *Journal of Interior Design*, 37(2): 1-18.
- 2011 RE:FOCUS. University of Florida. United States of America (with M. McGlothlin, R. Ries, J. Sullivan, B. Walters, and R. Walters). In S.V. Sánchez, ed., *Solar Decathlon Europe 2010. Toward Energy Efficient Buildings*. Madrid, Spain: 10Action Project/Intelligent Energy Europe Program, pp. 116-125.

Percentage of time devoted to LAS: 25%

TORRES RIVERA, Edil

Year of Appointment: 2005

Title/Department: Professor, Counselor Education; Associate Director, School of Human Development and Organizational Studies

Tenure Status: Tenured

Education: Phd, University of Connecticut

Languages: Spanish (S-4)

Research/Teaching Interests: Multicultural counseling; Group work; Chaos theory; Liberation psychology; Technology; Supervision; Prisons; Puerto Rican studies; Identity development; Gang-related behavior

Courses: Group Counseling Theory and Process; Counseling in a Community Setting; Multicultural Counseling; Consultation Process; Substance Abuse Counseling

Percentage of time devoted to LAS: 25%

Distinctions: American Counseling Association Fellow, 2013; Samuel Johnson Award, March 2010; ASGW Fellow, March 2010

TREMURA, Welson A.

Year of Appointment: 2002

Title/Department: Associate Professor, Latin American Studies and Music

Tenure Status: Tenured

Education: BS, UNIRP (Brazil), Law, 1985; BS, Weber State University, Music, 1985; MM, University of Tennessee, Music, 1991; PhD, Florida State University, Musicology-Ethnomusicology, 2004

Languages: Portuguese (S-5), Spanish (S-3)

Research/Teaching Interests: Music and religion; Traditional music and technology; Digital technology in arts education

Overseas Experience: Brazil

Selected Publications & Performances:

2013 Performance (with M. Mead). University of Central Florida School of Performing Arts.

2012 Performance (with Obrigado Ensemble), Kiera Grace Foundation Event. Gainesville, FL: Phillips Center for the Performing Arts.

2011 A Latin American Trio. Demo recording, Gainesville, FL: SKY LAB.

2011 Brazilian Guitar Tradition and Tendencies. Performance. New York, NY: Carnegie Hall.

2010 *Brazilian Folia de Reis (With an Open Heart: A Spiritual Journey through Song)*. Saarbruecken, Germany: VDM-Verlag.

Percentage of time devoted to LAS: 100%

USECHE, Pilar

Year of Appointment: 2007

Title/Department: Assistant Professor, Latin American Studies and Food and Resource Economics

Tenure Status: Tenure-track

Education: BS, Economics, Universidad de los Andes, 1998; MS, Universidad de los Andes, Natural Resource and Environmental Economics, 2000; MA, University of Wisconsin-Madison, Agricultural and Applied Economics, 2002; PhD, University of Wisconsin-Madison, Agricultural and Applied Economics, 2007

Number of Theses Supervised During Past 5 Years: 14

Languages: Spanish (S-5), German (S-4)

Research/Teaching Interests: Sustainable economic development; Latin American development; Inequality and gender; Agriculture; Innovation and technology adoption; Conservation and experimental economics

Courses: Latin American Economic Development; Economic Development and Agriculture, Advanced Econometric Methods.

Overseas Experience: Ecuador, Colombia, Honduras, Nicaragua

Selected Publications:

2013 Assessing the Effects of Extension Workshops on Household Water-Use Behavior (with T. Borisova). *HortTechnology*, forthcoming.

2013 The Need for a Balanced Stakeholder Representation in a Watershed Planning Process (with T. Borisova, D. Boellstorff, N. Sochacka, D. Adams, J. Evans, J. Calabria, M. Smolen, and B. Mahler). *Natural Sciences Education*, forthcoming.

2013 Traditional vs. Modern Production Systems: Nonmarket and Price Considerations of Cacao Producers in Northern Ecuador (with T. Blare). *Ecological Economics*, 93: 1-10.

2013 Competing Objectives of Smallholder Producers in Developing Countries: Examining Cacao Production in Northern Ecuador (with T. Blare). *Environmental Economics*, 4(1): 72-80.

2013 The Value of a Human Being: A Strategic Analysis of Kidnapping Negotiations with Guerrilla Groups in Colombia. *International Journal of Research in Social Sciences*, 3(4): 301-317.

2012 Trait-Based Adoption Models Using Ex-Ante and Ex-Post Approaches (with B. Barham and J. Foltz). *American Journal of Agricultural Economics*, 95(2): 332-338.

Percentage of time devoted to LAS: 100%

VALDERRAMA, Diego

Year of Appointment: 2011

Title/Department: Assistant Professor, Food and Resource Economics Department

Tenure Status: Tenure-track

Education: BS, Jorge Tadeo Lozano University, Colombia, Marine Biology, 1994; MSc, University of Arkansas at Pine Bluff, Aquaculture/Fisheries, 2000; PhD, University of Rhode Island, Environmental and Natural Resource Economics, 2008

Languages: English (S-4), Spanish (S-5), Italian (S-1)

Research/Teaching Interests: Marine resource economics; Economic development; Econometrics

Courses: International Development Policy; International Humanitarian Assistance; Introduction to Econometrics

Overseas Experience: Colombia, Costa Rica, Honduras, Nicaragua, Panama, Paraguay, Cameroon, Sierra Leone

Selected Publications:

- 2013 Improving the Economic Management of the Bristol Bay (Alaska) Sockeye Salmon Fishery in the Age of Aquaculture (with J.L. Anderson). *Canadian Journal of Agricultural Economics*, 61: 145-170.
- 2013 *Social and Economic Dimensions of Carrageenan Seaweed Farming* (with J. Cai, N. Hishamunda, and N. Ridler, eds.). FAO Fisheries and Aquaculture Technical Paper 580. Rome, Italy: Food and Agriculture Organization of the United Nations.
- 2010 Workshops in Latin America: User-Friendly Aquaculture Investment and Management Tool for Small- and Medium-Scale Farmers (with N. Hishamunda). *FAO Aquaculture Newsletter*, 44: 23.
- 2010 Market Interactions between Aquaculture and Common-Property Fisheries: Recent Evidence from the Bristol Bay Sockeye Salmon Fishery in Alaska (with J.L. Anderson). *Journal of Environmental Economics and Management*, 59: 115-128.

Percentage of time devoted to LAS: 25%

VALLE, DENIS

Year of Appointment: 2013

Title/Department: Assistant Professor, Forest Resources and Conservation

Tenure Status: Non-tenure track

Education: BS, University of Sao Paulo (Brazil), Forestry, 2003; MS, University of Florida, Forest Resources and Conservation, 2008; MS, Duke University, Statistics, 2013; PhD, Duke University, Ecology, 2013

Languages: Portuguese (S-5), Spanish (S-2)

Research/teaching Interests: Tropical forest ecology; Timber and non-timber production; Tropical diseases; Environmental health, Bayesian statistics

Courses: Bayesian statistics in Environmental and Agricultural Sciences; Modern Data Analysis in Agriculture and Natural Resources

Overseas Experience: Brazil, Chile, United Kingdom

Selected Publications:

- 2013 Improving the Modeling of Disease Data from the Government Surveillance System: A Case Study on Malaria in the Brazilian Amazon (with J. Clark). *PLOS Computational Biology*, 9(11): e1003312.
- 2013 Conservation Efforts May Increase Malaria Burden in the Brazilian Amazon (with J. Clark). *PLoS One*, 8(3): e57519.
- 2013 Hyperspectral remote sensing of plant biochemistry using Bayesian model averaging with variable and band selection (with Z. Kaiguang, S. Popescu, X. Zhang, and B. Mallick). *Remote Sensing of Environment*, 132: 102-119.
- 2011 Enhanced understanding of infectious diseases by fusing multiple datasets: a case study on malaria in the Western Brazilian Amazon region (with J. Clark and Z. Kaiguang). *PLOS One*, 6(11): e27462.
- 2011 Incorrect representation of uncertainty on the modeling of growth leads to biased estimates of future biomass. *Ecological Applications*, 21(4): 1031-1036.

Percentage of time devoted to LAS: 75%

Distinctions: Grant from Duke Global Health Institute and the Center for Comparative Biology of Vulnerable Populations Pilot Projects Program, Duke University; Katherine Goodman Stern Fellowship, Duke University; Dean's Annual Award for the Outstanding Graduate Student Manuscript, Duke University

VARGAS-BETANCOURT, Margarita

Year of Appointment: 2011

Title/Department: Department of Special & Area Studies Collections, George A. Smathers Libraries

Tenure Status: Tenure-track

Education: BA National Autonomous University of Mexico, Hispanic Language and Literature, 2000; MA, Tulane University, Latin American Studies, 2003; PhD candidate, Tulane University, Latin American Studies, 2006

Languages: Spanish (S-5), English (S-5), French (S-2), Nahuatl (S-1)

Research/Teaching Interests: Caribbean history; Ethnohistory in Latin America; Colonial Mexico; Problems over land tenure

Overseas Experience: Cuba, Puerto Rico, Mexico, Spain

Selected Publications:

- 2013 Continuity and Transformation in Central Mexico: 'The Legend of the Tepozteco' and the people of Tepoztlan (with J. Vargas-Betancourt). In D.S. Anderson, D.J. Clark, and J.H. Anderson, eds., *The Legacy of Mesoamerican Ancestors: Archaeological Heritage in and beyond Contemporary Mexico*. Archaeological Papers of the American Anthropological Association, forthcoming.
- 2011 Caciques tlatelolcas y tenencia de la tierra en el siglo XVI. *Nuevo Mundo Mundos Nuevos*, Debates, 2011. Online. Mondes Américains, Sociétés, Circulations, Pouvoirs (MASCIPPO), L'Ecole des Hautes Etudes en Sciences Sociales.
- 2010 Santiago Tlatelolco y el sistema hidráulico de la ciudad de México (1523-1610). In F.C. Gutiérrez, ed., *Los indios y las ciudades de la Nueva España*. Mexico City: Universidad Nacional Autónoma de México, Instituto de Investigaciones Históricas.

Percentage of time devoted to LAC studies: 100%

Distinctions: Digital Library of the Caribbean (dLOC) Awards of Excellence, Community Outreach, 2012

VÁSQUEZ, Manuel A.

Year of Appointment: 1994

Title/Department: Professor, Religion

Tenure Status: Tenured

Education: BS, Georgetown University, Biology, 1984; MA, Temple University, Religion, 1988; PhD, Temple University, Religion, 1994

Number of Theses Supervised During Past 5 Years: 5

Languages: Spanish (S-5), Portuguese (S-4), French (S-3)

Research/Teaching Interests: Religion, globalization, immigration, and identity

Overseas Experience: Brazil, El Salvador

Selected Publications:

- 2013 *The Diaspora of Brazilian Religions* (with C. Rocha, eds.). Leiden: Brill.
- 2013 Introduction: Brazil in the New Global Cartography of Religion (with C. Rocha). In *The Diaspora of Brazilian Religions*. Leiden: Brill, pp. 1-42.
- 2013 The Valley of Dawn in Atlanta, Georgia: Negotiating Incorporation and Gender Identity in the Diaspora (with J.C. Souza Alves). In *The Diaspora of Brazilian Religions*. Leiden: Brill, pp. 313-337.
- 2012 A congregação multicultural e a migração brasileira para os Estados Unidos: Reflexões a partir de uma igreja em Atlanta (with Lúcia Ribeiro). *Revista Eclesiástica Brasileira*. LXXII: 76-100.
- 2009 Óscar Romero and the Politics of Sainthood (with A.L. Peterson). *Postscripts: The Journal of Sacred Texts and Contemporary Worlds* 5(3): 265-291.

Percentage of time devoted to LAS: 100%

VEGA, Sergio

Year of Appointment: 1999

Title/Department: Associate Professor, School of Art and Art History

Tenure Status: Tenured

Education: BFA, Escuela Nacional de Bellas Artes, Buenos Aires, 1981; MFA, Yale University, Sculpture, 1996

Languages: Spanish (S-5), Portuguese (S-3), French (S-2)

Research/Teaching Interests: Visual, historical, and cultural studies; Photography

Overseas Experience: Argentina, Brazil

Selected Exhibitions:

2009 *Tropical Rush*. Seattle, WA: Open Satellite, curated by Pablo Schugurensky.

Percentage of time devoted to LAS: 25%

WADE, Jeffrey S.

Year of Appointment: 1987

Title/Department: Assistant In, Levin College of Law

Tenure Status: Non-tenure track

Education: BA, University of Alabama, Psychology, 1972; MEd, University of Florida, English, 1977; JD, University of Florida, 1985

Languages: Portuguese (S-2)

Research/Teaching Interests: Sustainable development; Environmental law; Coastal management; Integrated water resources management; Urban and regional land use planning/regulation

Overseas Experience: Brazil, India

Selected Publications:

2012 NEPA Norte Americana de 1969: Antecedente da Política Nacional do Meio Ambiente Brasileira. In *Lei da Política Nacional do Meio Ambiente: 30 Anos*. Campo Grande, MS: Contemplar.

2012 The Future of Urban Water Services in Latin America. *Bulletin of Latin American Research*, 31: 207-221.

2011 Coastal Development in a Chaotic Climate: Precaution, Adaptation and Resilience. In P.R. Pereira Souza, J. Ferreira, and M. de Fatima Ribeiri, eds., *Tutela Jurídica do Meio Ambiente e Desenvolvimento*. São Paulo: Arte & Ciência and UNIMAR.

2010 A Regulação e Uso dos Biocombustíveis nos Estados Unidos. In H.S. Ferreira and J.R. Morato Leite, eds., *Biocombustíveis—Fonte de Energia Sustentável: Considerações Jurídicas, Técnicas e Éticas*. São Paulo: Saraiva S.A. Livresiros.

Percentage of time devoted to LAS: 25%

Distinctions: Florida Bar, Environmental and Land Use Law Section, Public Interest Committee; American Bar Association, Natural Resources, Energy and Environmental Law Section

WAYLEN, Peter R.

Year of Appointment: 1985

Title/Department: Jean and Robin Gibson Term Professor, Geography

Tenure Status: Tenured

Education: BS, London University, Geography, 1975; MA, McMaster University, Geography, 1976; PhD, McMaster University, Geography, 1982

Number of theses supervised during the past 5 years: 11

Languages: Spanish (S-2), French (S-1)

Research/Teaching Interests: Hydrology; Climatology

Overseas Experience: Colombia, Costa Rica, Peru, Chile, Argentina, Panama

Selected Publications:

- 2012 Diferencias hidrológicas anuales y estacionales en regions adyacentes: Estudio de las subcuencas de los ríos Virilla y Grande de San Ramón, Costa Rica (with M.E. Quesada). *Cuadernos de Geografía*, 21: 167-175.
- 2011 Modeling Production of Migratory Catfish Larvae (Pimelodidae) on the basis of Regional Hydro-climatology features of the Madre de Dios Basin in Southeastern Peru (with C.M. Cañas). *Hydrological Processes*, 26(7): 996-1007.
- 2011 Easter Island: A Climatologically Constrained Island (with C.N. Caviedes). *Rapa Nui Journal*, 25(1): 7-22.
- 2009 ENSO related fluctuations of rainfall and their consequences for some rodent populations in Central Chile (with A.L. Deane). *Tiempo y Espacio*, 23: 105-120.

Percentage of time devoted to LAS: 50%

WHITE, Timothy L.

Year of Appointment: 1985

Title/Department: Professor and Director, School of Forest Resources and Conservation

Tenure Status: Tenured

Education: BS, University of California, Berkeley, Forestry, 1973; MS, North Carolina State University, Biochemistry and Forestry, 1975; PhD, Oregon State University, Forest Genetics, 1980

Languages: Spanish (S-3)

Research/Teaching Interests: Quantitative genetics; Forest genetics; Plantation forests; International forest resources

Courses: Contemporary Issues in Forest Resources and Conservation

Overseas Experience: Argentina, Brazil, Chile, Colombia, Uruguay, Venezuela

Selected Publications:

- 2010 Accounting for spatial variability in breeding trials: A simulation (with S. Gezan and D. Huber). *Agronomy Journal*, 102(6): 1562-1571.
- 2010 Clonal evaluation for fusiform rust disease resistance: effects of pathogen virulence and disease escape (with G.C. Kayihan, C.D. Nelson, D.A. Huber, H.V. Amerson, and J.M. Davis). *Canadian Journal of Forest Research*, 40: 1042-1050.
- 2009 Assessment of geospatial technologies for natural resource management in Florida (with S. Selvarajan, A. Mohamed, and N. Boodram). *Journal of Forestry*, 107(5):242-249.

Percentage of time devoted to LAS: 25%

WILLIAMS, Norris H.

Year of Appointment: 1981

Title/Department: Curator, Department of Natural History, Florida Museum of Natural History

Tenure Status: Tenured

Education: BS, University of Alabama, 1964, MS University of Alabama 1967, PhD University of Miami, 1971

Number of Theses Supervised During Past 5 Years: 4

Languages: Spanish (S-3), Portuguese (S-3)

Research/Teaching Interests: Neotropical Orchidaceae; Molecular systematics of plants; Biology of euglossine bees; Pollination biology

Courses: Biological Nomenclature

Overseas Experience: Mexico, Guatemala, El Salvador, Nicaragua, Costa Rica, Panama, Colombia, Ecuador, Guyana, Argentina, Cayman Islands, Jamaica, Dominican Republic

Selected Publications:

- 2012 Generic recircumscriptions of Oncidiinae (Orchidaceae: Cymbidieae) based on maximum likelihood analysis of combined DNA datasets (with K.M. Neubig, W.M. Whitten, M.A. Blanco, L. Endara, J.G. Burleigh, K. Silvera, J.C. Cushman, and M.W. Chase). *Botanical Journal of the Linnean Society*, 168: 117-146.
- 2011 Preliminary molecular phylogenetics of *Sobralia* and relatives (Orchidaceae: Sobralieae) (with K.M. Neubig, W.M. Whitten, M.A. Blanco, L. Endara, S. Koehler, and C. van den Berg). *Proceedings of the Third Scientific Conference on Andean Orchids*, Quito, Ecuador. *Lankesteriana*, 11: 307-318.
- 2010 Evolution along the crassulacean acid metabolism continuum (with K. Silvera, K.M. Neubig, W.M. Whitten, K. Winter, and J.C. Cushman). *Functional Plant Biology*, 37: 995-1010.

Percentage of time devoted to LAS: 50%

WOOD, Charles H.

Year of Appointment: 1996

Title/Department: Professor, Latin American Studies and Sociology

Tenure Status: Tenured

Education: BA, University of Texas, Austin, Latin American Studies, 1966; MA, University of Texas, Austin, Sociology, 1972; PhD, University of Texas, Austin, Sociology, 1975

Number of Theses Supervised During Past 5 Years: 14

Languages: Portuguese (S-4), Spanish (S-4)

Research/Teaching Interests: Crime, law and governance in Latin America; Comparative study of race and ethnicity in Latin America and the US; Religion and social change in Latin America

Courses: Design and Methods of Research; Introduction to Latin America; Latin American Development

Overseas Experience: Brazil, Ecuador, Peru

Selected Publications:

- 2013 The color of hunger: Food insecurity and racial inequality in Brazil (with E. Felker-Kantor). *Latin American and Caribbean Ethnic Studies*, 0(0): 1-19.
- 2012 Female headed households and food insecurity in Brazil (with E. Felker-Kantor). *Food Security*, 4: 607-617.
- 2010 Crime victimization and public support for democracy: Evidence from Latin America (with A. Ceobano and L. Ribeiro). *International Journal of Public Opinion Research*, 23(1): 56-78.
- 2010 Criminalidad, democracia y cultura política en Estados Unidos y América Latina. *Crimen e Inseguridad: Políticas, Temas y Problemas en las Américas*, Santiago: FLACSO.
- 2010 The Color of Child Mortality in Brazil, 1950-2000: Social Progress and Persistent Racial Inequality (with A. Magno de Carvalho and C. Horta). *Latin American Research Review*, 45(2): 114-139.
- 2010 Crime Victimization in Latin America and Intentions to Migrate to the United States (with C. Gibson, L. Ribeiro, and P. Hamsho-Diaz). *International Migration Review*, 44(1): 3-24.

Percentage of time devoted to LAS: 100%

Distinctions: Worcester Prize for the best article in the *International Journal of Public Opinion Research*, 2011

WOOD, David L.

Year of Appointment: 2002

Title/Department: Clinical Professor, College of Medicine

Tenure Status: Non-tenure track

Education: BA, Harvard University, 1977; MD, University of California, Los Angeles, Medicine, 1982; MPH, University of California, Los Angeles, Medicine, 1982, Fellowship, Health Services Research, RAND, 1989

Number of Theses Supervised During Past 5 Years: 1

Languages: Spanish (S-4)

Research/Teaching Interests: Health systems research in the US; Health systems change in Ecuador

Overseas Experience: Ecuador, Peru, China

2013 Institutionalizing the Academic Health Department within the Context of the 3 Fold Academic Mission (with W.C. Livingood, J. Goldhagen, T. Bryant, and R.G. Harmon). *Journal of Public Health Management Practice*, forthcoming.

2013 Promoting Child Health Equity: Family Centered Care is Just One Piece of the Puzzle (with J. Goldhagen). *Pediatrics*, 131(2): 336-337.

2013 A Quality Improvement Evaluation Case Study Impact on Public Health Outcomes and Agency Culture (with W.C. Livingood, R. Sabbagh, S. Spitzfaden, A. Hicks, L. Wells, S. Puigdomenech, D.F. Kraemer, R. Butterfield, and W. Riley). *American Journal of Preventative Medicine*, 44(5): 445-452.

2013 The See by Three Florida Project: Preschool Vision Screening by AAP Guidelines in the Medical Home (with R. Hered). *Public Health Reports*, 128(3): 189-197.

Percentage of time devoted to LAS: 25%

Distinctions: AAP Award for Outstanding Achievement in Health Care Transition, 2010; Educator of the Year Award, College of Medicine, Jacksonville, 2009; Elected to the American Pediatric Society, 2009

WRIGHT, Robin

Year of Appointment: 2005

Title/Department: Associate Professor, Religion

Tenure Status: Tenured

Education: BA, Bates College, Sociology and Anthropology, 1972; MA, Stanford University, Social and Cultural Anthropology, 1974; PhD, Stanford University, Social and Cultural Anthropology, 1981

Number of Theses Supervised During Past 5 Years: 5

Languages: Portuguese (S-4), Spanish (S-2)

Research/Teaching Interests: Indigenous peoples; Indigenous history; History of Indian policy; Religion; Healing traditions

Courses: Contemporary Shamanism; Native American Religions; Shamans, Priests, Prophets; Indigenous Cosmologies

Overseas Experience: Brazil, Guatemala

Selected Publications:

2013 *Mysteries of the Jaguar Shamans*. University of Nebraska Press.

Percentage of time devoted to LAS: 100%

Distinctions: Abrams Student Recognition, 2009

ZSEMBIK, Barbara A.

Year of Appointment: 1990

Title/Department: Associate Professor, Sociology

Tenure Status: Tenured

Education: BS, University of Akron, 1982; MA, University of Texas at Austin, Sociology, 1985; PhD, University of Texas, Austin, Sociology, 1988

Languages: Spanish (S-3)

Research/Teaching Interests: Migration and health; Health disparities; Latino sociology and demography; Social epidemiology; Family and household demography

Courses: Principles of Sociology; Publishing in Social Science

Selected Publications:

2009 Patterns of Informal Care Among Puerto Rican, African American, and white stroke survivors (with M.S. Hinojosa and M. Rittman). *Ethnicity and Health*, 14(6): 591-606.

Percentage of time devoted to LAS: 25%

Appendix D:

Performance Measures Form

**UF Center for Latin American Studies
NRC Performance Measures Form**

1. Goal 1: Strengthen research collaboration across disciplines								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Create four interdisciplinary working groups (WG) to deepen collaborations between faculty and graduate students across colleges and professional schools <ul style="list-style-type: none">WG1: Envisioning a Sustainable TropicsWG2: CrimescapesWG3: TBDWG4: TBD	Working groups may organize: <ul style="list-style-type: none">Colloquia seriesReading groupsWorkshops Potential working group products: <ul style="list-style-type: none">PapersPublicationsNew coursesGrant proposals							
Create two new international linkages to expand collaborative research initiatives with universities in Havana, Cuba and Sao Paulo, Brazil <ul style="list-style-type: none">Linkage 1: UF-University of Havana, Cuban Ecological and Historical ConservationLinkage 2: UF-Universidade de Sao Paulo, US-Brazil Cooperative Program in Engineering Education	Trips to/from Gville-Havana for Cuban Ecological and Historical Conservation Collaborate with College of Engineering to organize two workshops – one in Gainesville, FL and one in Brazil (years 2 & 4) Potential collaborative research projects include: <ul style="list-style-type: none">Publications in academic journalsGrant proposals							
Increase production and dissemination of new interdisciplinary knowledge	<ul style="list-style-type: none">Annual CLAS conferenceAnnual Law & Policy in the Americas conferenceVisiting LA-based scholars for CLAS annual lecture seriesFaculty participation in professional conferences and international research collaborationAdd new LAS affiliate faculty							

1. Goal 2: Increase the area studies and language competencies of students, especially from underrepresented groups								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Increase study abroad opportunities for students in STEM fields and professional schools	Offer study abroad development grants to: <ul style="list-style-type: none"> Establish 6-week Medical Service Learning Program in Costa Rica Partnering with College of Engineering, establish a semester-long experiential program for engineering students in Brazil Partnering with College of Business, offer 6-week international retailing internship in Brazil Support College of Law's summer field program in Costa Rica and integrate law students with MDP and TCD students Initiate new 6-week Haitian Language & Culture program with service learning in Haiti 							
Increase # students in LAS academic and study abroad programs	<ul style="list-style-type: none"> Class visits to targeted classes Strengthen partnership with UFIC and Office of Multicultural Diversity and Affairs Table at on-campus events aimed at diversity, study abroad, etc 							
Improve course offering selection in Spanish, Portuguese (LCTL, priority language), and Haitian Creole (LCTL)	<ul style="list-style-type: none"> Offer course development grants for 3-credit FLACs Support 2 Haitian Creole instructors for introductory courses, freeing tenured faculty to teach upper level courses Support Portuguese instructor to expand intermediate-level Portuguese LSP courses for STEM and professional school students 							

1. Goal 3: Strengthen K-12 education through LAS-enhanced teacher education courses and longer in-service training initiatives								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Increase exposure to integration of LAC materials into classroom for pre-service teachers at UF's College of Ed (CoE)	<ul style="list-style-type: none"> CLAS (rotating with the other UF NRCs) faculty present integration information to CoE faculty Together with CoE, develop "Global Social Studies" course for undergraduate pre-service teachers Partner with CoE, integrate LAS module into "Teaching Social Studies with Technology" Partner with CoE, revitalize "International and Comparative Education," integrating LAC content 							
	<ul style="list-style-type: none"> Offer annual LAS-themed webinar series (collaboration with FTU and Vanderbilt University) Partner with Palm Beach County School District, develop area studies courses integrating LAC, participate in annual workshop, and virtual meetings In partnership with UF's NRCs, UF's CoE, Alachua County (local) School District, and the non-profit Projects for Haiti, establish an annual international education conference entitled 							
Increase exposure to and integration of LAC materials into K-12 classroom at the local, regional, state, and national levels								

1. Goal 4: Expand LAS outreach to minority-serving institutions (MSIs) & community colleges, business, media, and the general public									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Promote integration of LAC at community colleges and MSIs in Florida and Georgia	<ul style="list-style-type: none">Annual 1-day workshop in Central Florida, partnering with Daytona State College (community college), Valencia College (community college), Bethune-Cookman University (HBCU, MSI), and Santa Fe College (community college)Annual 1-day workshop in Georgia, partnering with the Nine University and College International Studies Consortium of Georgia, which includes multiple MSIs (Appendix E). Rotating world areas with other UF NRCsFund Bethune-Cookman faculty to attend CLAS' annual conferenceTogether with Bethune-Cookman's College of Education, work on pre-service teacher program through 10,000 Connected projectExpand reach of BMI to Broward County (Years 1 & 3)								
Increase exposure of LAC outreach activities to business, media, and general public	<ul style="list-style-type: none">Sponsor the local Latina Women's League's annual Latin American Film Festival and related eventsPartner with the Harn Museum of Art, UF Galleries,								

	<p>and the FLMNH, sponsor faculty lectures, artisan visits, art exhibits, and Latin American-themed Museum Nights</p> <ul style="list-style-type: none"> • Publish and distribute Latin American Business Report • Support Latin American Business Symposium (Years 1 & 3) • Support “Florida Made for Trade” initiative by organizing LAC trade workshops with local chamber of commerce and Orlando Hispanic Chamber • Sponsor local <i>Noticias</i> radio program and other Spanish language programming 								
Increase access to Latin American and Caribbean Collection (LACC)	<ul style="list-style-type: none"> • Award library travel grants to scholars in order to visit and conduct research in the LACC • Support LACC faculty to attend professional meetings and to acquire new materials • Scan and digitize materials, especially South American serials and monographic imprints 								

Appendix E:

Letters of Support



June 12, 2014

Dr. Philip Williams
Director
Center for Latin American Studies

Dr. Abraham Goldman
Director
Center for African Studies

Dr. Alice Freifeld
Director
Center for European Studies

University of Florida
Gainesville, Florida 32611

Re.: Letter of Support for University of Florida Title VI Center Outreach
Collaboration with the Nine University and College Consortium of Georgia

Dear Drs. Williams, Goldman and Robbins:

Greetings from Clayton State University of the University System of Georgia (located 15 miles from downtown Atlanta) and the Nine University and College International Studies Consortium of Georgia! (headquartered at Clayton State).

I am very pleased to hear that the Center for Latin American Studies, the Center for African Studies, and the Center for European Studies at the University of Florida have agreed to collaborate with the Nine University and College Consortium of Georgia during the period 2014-2017 on a series of Faculty and Curriculum Develop Seminars to be held in 2015, 2016 and 2017. In each of these years, one of the three University of Florida national resource centers will send three faculty experts and a center representative to our primary consortium location in Morrow, Georgia to help train our faculty on important issues connected to these three world regions. The workshop theme and world region focus will rotate each year. This collaboration with the University of Florida on international studies curriculum development will be of great benefit to our faculty, and to the students they serve.

Established in 1991, the Consortium consists of six universities and colleges of the University System of Georgia. Over 81,000 students study and more than 2000 faculty members teach in the dozen universities and colleges. The organization is dedicated to developing, coordinating, and implementing international education and foreign language projects on behalf of the participating universities and colleges. For that reason, as Director of the Consortium, I strongly endorse the proposal of the constituent centers of the University of Florida for funding from the National Resource Centers Program of the U. S. Department of Education which will enhance our partnership and increase participant training with Consortia institutions.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Rajgopal Sashti', followed by a long horizontal flourish.

Rajgopal Sashti

Director - International Education and Programs

The Nine University and College International Studies

Consortium of Georgia

Tel: 678-960-4175 - email: RajgopalSashti@clayton.edu

www.clayton.edu

P. S. Attached to this letter is a profile of the Consortium

Nine University and College International Studies Consortium of Georgia

Raj Sashti, Director
Office of the Provost & Vice President for Academic Affairs
Clayton State University
Morrow, Georgia 30260-0285
Tel: 678-466-4092
Fax: 770-960-4175
rajgopalsashti@clayton.edu
www.clayton.edu

Overview

Established in 1991, the Consortium consists of six universities and seven colleges of the University System of Georgia. Located about 15 miles from downtown Atlanta, Clayton State University (enrollment 7,200+), a university offering undergraduate and graduate programs in liberal arts and sciences, education, business and health, is the headquarters and lead institution of the consortium. (Information on other universities and colleges is included in the section immediately following the overview.) Over 80,000 students and more than 2000 faculty members teach in the dozen universities and colleges. The Consortium -- jointly funded by Clayton State, member institutions of the consortium, and other federal, state, and non-profit organizations -- is dedicated to developing, coordinating, and implementing international education and foreign language projects on behalf of the participating universities.

Objectives

- The overall objectives of the Consortium extend through the range of international education including participant training, faculty exchange, and academic course work both in Georgia and overseas:
- Internationalize the undergraduate curriculum, foster perceptive visions of the world beyond narrow political boundaries, and enhance the ability of the students and faculty to function effectively in a global economy.
- On a regular basis, organize conferences and intercultural forums dealing with global issues and international development.
- Provide opportunities for faculty, in-service teachers, and students to study, travel, research and learn about different cultures.
- Facilitate exchange between colleges, students, and faculty, dignitaries and visitors of foreign countries in order to increase cross-cultural understanding.
- Promote the cause of peace and international communication through educational and cultural exchange programs.
- Build an international studies resource center consisting of books, journals, multi-media materials, and artifacts to be shared among participating institutions.

Accomplishments

Since its inception, the Consortium has developed and implemented the following:

- Faculty and curriculum development seminars in East and South East Asia, Eastern Europe and former Soviet Union, Africa, the Middle East and Latin America;
- Visiting professor program;
- Lectures and distinguished scholars programs;
- Student and faculty study and travel abroad activities;
- Curriculum development resource center;
- Academic linkages with overseas universities and colleges;
- New course development;
- Instruction in selected uncommonly taught languages;
- Nearly two dozen faculty development/curriculum enrichment workshops in international studies and foreign languages;
- Pro-active linkages with international business organizations;
- Service to the community (specific details on these accomplishments are available on request).

Organization

Headquartered at Clayton State University, the Consortium is headed by a director. The director and vice presidents for academic affairs of the participating universities and colleges meet once a year to discuss policy matters and provide overall direction to the organization. The day-to-day activities of the organization are managed by an Operating Council that is composed of two faculty members from each of the participating institutions. Members of the Operating Council are designated by the vice presidents for academic affairs and serve as liaisons between the Consortium and their institutions. The director and members of the Operating Council meet at the beginning of each fiscal year and on a quarterly basis to discuss, make decisions about, and vote on all programs.

Consortium Universities and Colleges

- CLAYTON STATE UNIVERSITY, MORROW
- Abraham Baldwin Agricultural College, Tifton
- Albany State University*, Albany
- Bainbridge College, Bainbridge
- Columbus State University, Columbus
- Dalton State College, Dalton
- Fort Valley State University*, Fort Valley
- Georgia Gwinnett College, Lawrenceville
- Georgia Highlands College, Rome/Cartersville/Marietta
- Georgia Perimeter College, Decatur
- Georgia Southwestern State University, Americus
- Middle Georgia State College, Macon, Cochran, Dublin and Warner Robbins Campuses

**Indicates Historically Black Colleges and Universities (HBCU) as designated by HEA 34 CFR 608.2*



June 11, 2014

Philip Williams, Ph.D.
Director and Professor
UF Center for Latin American Studies
University of Florida
Gainesville, FL 32611

Dear Professor Williams,

It is my pleasure to confirm that Daytona State College has worked with the University of Florida Center for Latin American Studies and is currently working with UF's Center for European Studies. We have plans to work with UF's Center for African Studies as well.

In January of this year, our School of World Languages and Speech worked with UF's Center for Latin American Studies to co-host a day-long conference on Latin American Studies. We welcomed more than 60 scholars from throughout Florida and Georgia at our Daytona Beach campus for this professional development opportunity. Faculty members from many academic disciplines were present and are now better informed to integrate Latin American studies into their courses. Very importantly, because of the USDOE TVI National Resource Center grant and our own professional development resources, we offered this opportunity at no cost to the participants.

I would also like you to know that faculty members from Daytona State have participated in UF's Center for Latin American Studies sponsored events at the Daytona Beach Museum of Arts and Sciences.

Currently, our School of World Languages and Speech is collaborating with UF's Center for European Studies to host a day-long conference in early 2015. We would like to again invite faculty from all levels of teaching to our campus in order to provide an enriching professional development opportunity to them with no individual conference costs.

Thank you for your continued support of this very important service to faculty and ultimately to students made possible by grants from the USDOE TVI National Resource Center.

Sincerely,

Amy E. Locklear, Ph.D.
Vice President of Academic Affairs



College of Education
Office of the Dean

PO Box 117040
Gainesville, FL 32611-7040
352-273-4130
352-392-6930 Fax

June 11, 2014

To Whom It May Concern:

On behalf of the College of Education at the University of Florida, I am writing to support the Center for Latin American Studies' application for funding as a TVI USDOE National Resource Center. We have had positive experiences working with the Center to date and look forward to expanded initiatives promoting faculty professional development and the integration of area studies content across the curriculum.

Collaboration with all of the UF National Resource Centers is a priority for COE, as we increase efforts to internationalize the educational experience of our students so they are prepared to teach in schools in our increasingly global society.

Sincerely,

A handwritten signature in blue ink, appearing to read "Glenn E. Good".

Glenn E. Good, Ph.D.
Dean and Professor
GGood@ufl.edu